

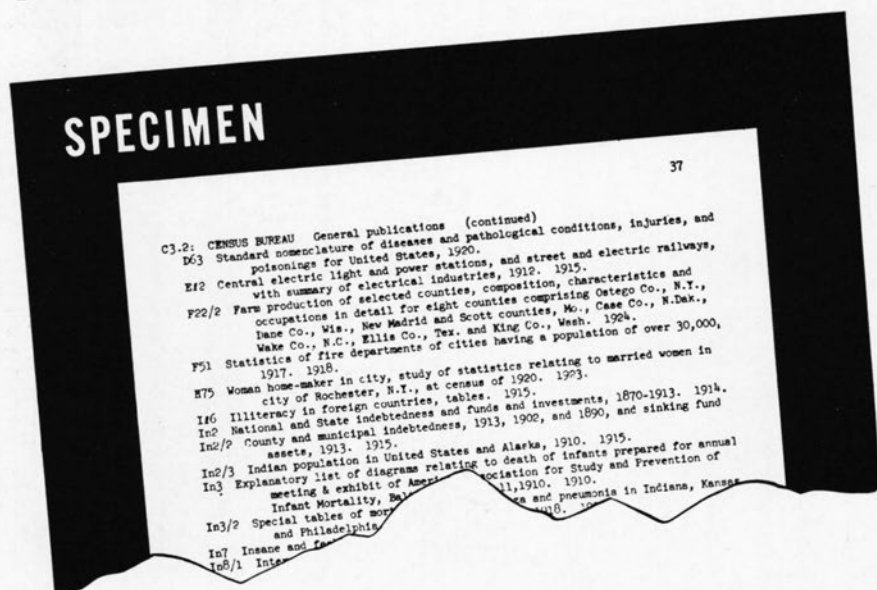
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November 1960

Vol. 21, No. 6

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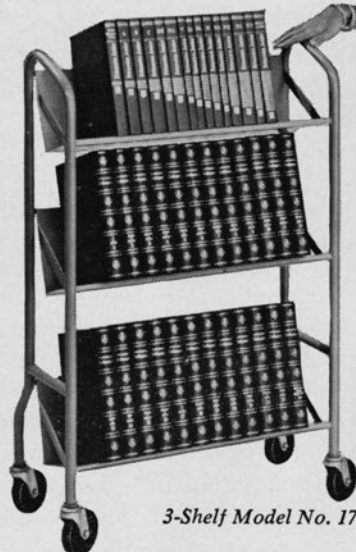
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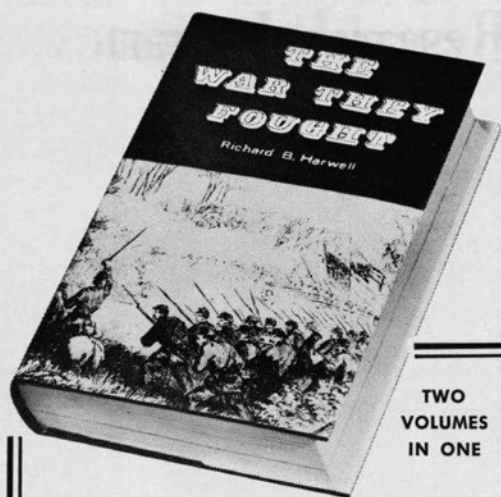
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November 1960

Volume 21

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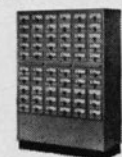
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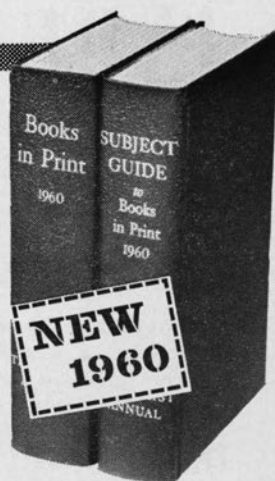
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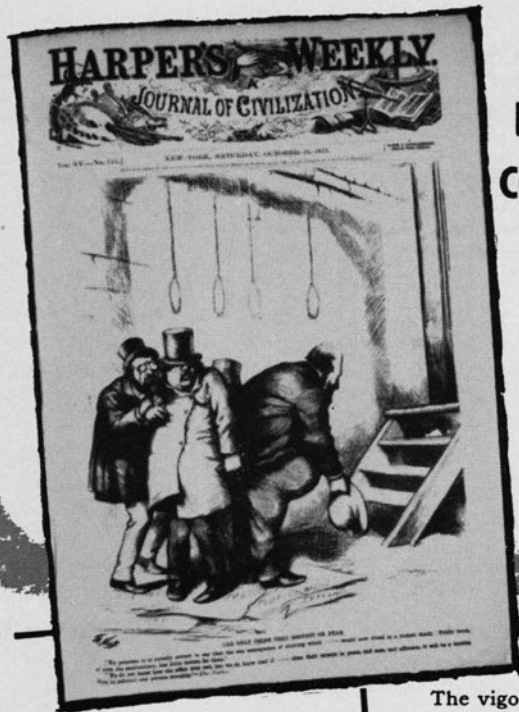
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The Dogma of Book Selection in University Libraries

By LAWRENCE S. THOMPSON

THE PRACTICE of book selection is a basic and abiding aspect of the administration of all types of libraries. Readers and librarians come and go, but books and bibliographies of books remain in one form or another.

Book selection is universal. Even the great national libraries which enjoy effective systems of copyright deposit have their "selection officers." Scaling on down to the smallest libraries, selection becomes increasingly necessary for financial and spatial reasons.

In some instances book selection is easy and completely effective for the purpose at hand, and the librarian's work is almost nil. For example, in the small popular libraries of totalitarian countries acquisitions conform strictly to standard lists from the Ministry of Education. Again, in countries with an old national culture and comparatively small total book production (*e.g.*, Iceland, Denmark, Finland), book selection is relatively uncomplicated for a popular library with only a few hundred dollars a year to acquire the basic belletristic and social science literature in the national language. Neither is it difficult to build the collection of a special library serving a prosperous industry with a relatively small and sharply defined body of technical literature, although housing and discard may be sensitive issues.

In the *Handbuch der Bibliothekswissenschaft* Fritz Redenbacher devotes some thirty pages to fundamentals of book selection for the research library. While he imparts much practical information, we may only conclude that a reasonably well

Dr. Thompson is Director, University of Kentucky Libraries.

paid librarian might spend several times the price of a book in the time taken to select it. Even then he may or may not have pleased a gratifying portion of readers. We can only tell readers who do not care for selections by librarians and/or professors that they can still depend on microforms, agencies such as the Midwest Inter-Library Center, or general interlibrary loan. A fast-talking librarian can frequently persuade his readers that these are adequate substitutes.

The realistic facts of the problem of book selection in university libraries are: (1) no one person is competent to select individual titles on a broad general basis; (2) the volume of publication is so great that there must be some form of selection; (3) no library has the funds to acquire, the personnel to process, and the space to shelve everything that appears; and (4) who can predict what may be significant for future research in the deluge of preserved information?

There have always been selectors, and on them we may blame much of our lack of information about history or ideas or technical skills of the past. No Mycenaean Greek ever thought that it was more worthwhile to transcribe contemporary ballads in permanent form than to record lists of merchant ships. On the other hand, a small sect around the Dead Sea had more insight about the preserva-

tion of certain scriptural and exegetical literature than did any of the more prominent contemporaries. There is also the classic story of the Bodleian's first copy of a First Folio.

To be sure, there are certain basic principles of selection in which nearly anybody with some little academic background may acquire competence. For a research library with limited funds anyone knows not to select a superseded edition, a juvenile, a vanity press of self-published title, or a work in a language exotic for the library concerned. Even here, however, selection is fraught with traps for the unwary. An edition may be "superseded" by a censored or bowdlerized version. The broad category of juveniles includes hundreds of literary classics. Many a library must order vanity press books for special collections. And thousands of works in exotic languages have significant and comprehensible illustrations or tables or (in the case of scholarly studies) resums in common western European languages.

These are but a few examples of the multiplicity of problems involved in book selection in university libraries. If any individual, group of individuals, or system can cope adequately and economically with these issues of book selection, the most difficult problem of a century and a half of modern university librarianship would be solved.

Yet what are we to accept and what are we to reject from the hundreds of thousands of books and pamphlets published annually all over the world in various forms of duplication? To be the last Canute, defying the volume, to say nothing of the doubtful quality, of all the world's duplicated records is ridiculous. There must be some method of selection, but it need not necessarily be selection of individual titles. We must seek a basic policy by which to separate, in general, the more urgently needed from the less urgently needed. We must deal in generalities; for if we deal in

specifics, the time consumed might well be equivalent to the cost of comprehensive coverage of fields pertinent for the particular library.

We face realities. If we had funds to buy or acquire in some other manner all the duplicated records of man, we would probably not have the personnel to process them. If we had both funds and processing personnel, we would probably not have space to shelve the material. And if we had funds, personnel, and space, the sources of our financial support would be likely to argue that we were eating too high off the hog. These sources—private or governmental—have a right to know our policies of selection, a right to demand that we formulate such policies if they do not already exist, and a right to examine them critically.

But if we have a policy consistent with available funds, if we work out a *modus vivendi* with the hydra of book production, if we show some intelligence about acceptance or rejection of individual titles, who can be sure that we are providing adequately for the future, that we are filling the specific needs of scholars a generation hence? This question is unanswerable, but it cannot be dismissed. Few university librarians have not seen collections which were the hallmarks of late nineteenth century genteel education but which today can be picked over only for imprints and occasional exceptional nugae. Such collections often represent strong efforts to bring together all the best in the eyes of librarians and professors of the day, but they were, for the most part, failures. Our modern university libraries may be larger in volume, but there is no assurance that their qualitative value will be any greater in the twenty-first century than that of the average nineteenth century collection is for us.

Book selection, as we have known it in university libraries, has resulted in highly miscellaneous collections in all but those largest university libraries

which approach the status of universal collections. Take, for example, the holdings of any European university library which existed in the eighteenth century and which has suffered no violence. In no instance can we find a comprehensive collection of what we now consider the best books of the age, and in only a few are the national literatures of the period well represented. American university libraries which existed in the nineteenth century are paying fabulous prices for books published in the very regions in which these libraries were flourishing. These books were not necessary for the curriculum, and no selection policies were formulated to cover them.

There have been noteworthy exceptions to the policy of selectivity in collecting contemporary books and pamphlets in specific fields of emphasis, and there is some evidence that this tendency is growing today. George Thomason did an unforgettable service for historical scholarship when he brought together a comprehensive collection of Civil War imprints. The Boston Athenaeum had the vision to do much the same thing for the American Civil War, or, at least, for the material printed in the old rebel states. Herbert Hoover was wise enough not to bother with details of selection in bringing together source material on World War I and related matters.

In general the social sciences are likely to be the greatest headache for the selector of individual titles. The juvenilia of a Napoleon, a Lincoln, or a Hitler are materials that a contemporary selection officer is likely to reject summarily. To be sure, he who tries to show "foresight" will find himself up many a dry creek. No one can guess the turn of political fortunes, but this very circumstance is a strong reason for comprehensive collecting.

Selection is almost as difficult in the field of belletristic literature. One might immediately reply that anyone with the "gentleman's education" for which we

aspire for all librarians should be able to draw the line at some point between doggerel and poetry, melodrama and drama. But is the Sweet Singer of Michigan a literary phenomenon we may ignore? Should our colonial colleagues have rejected Michael Wigglesworth and Anne Bradstreet? And I will not mention here the price that one library paid for an ex-library copy of the first edition of *East Lynne* adorned with a few scribbblings of Ellen Wood. The grand old melodrama wasn't proper company for the middle to highbrow writers on our academic library bookshelves a century ago.

In the biological and physical sciences and in many professional fields selection is not so troublesome. All scientists know the respectable journals. Yet even here who is to recognize an obscure dissertation from Dorpat or a *Programmschrift* from a country gymnasium in Styria that may contain a basic new statement of a scientific principle. Still, the bulk of printed scientific literature can be identified from a qualitative standpoint. The sub-literature (processed and in microform) is another problem. Since most of it is not evaluated, it must be collected comprehensively if we are not to miss that hundredth title likely to be of supreme importance.

The university librarian has two alternatives when he faces the problem of building collections in the social sciences and the humanities: (1) To allocate all funds to departments and allow the faculty to choose what is needed for the moment, forgetting possible future needs, and depending heavily on interlibrary loan, microfacsimiles, and agencies such as MILC; or (2) to retain in the general fund a substantial portion of his appropriation and allocate large segments for exhaustive coverage of fields of special emphasis, with no regard to selection of individual titles. With the latter alternative he has the possibility of placing selection on a major policy-making level, by separating those fields of major im-

portance to the institution from fields represented by service departments. Wherever we identify strength, we should aim at comprehensiveness, but always with due consideration to regional and national cooperative acquisition programs. The cheap and less significant literature, after all, costs but a fraction of the truly important pieces; and, within the library, there may be a secondary selection process by which the minor pieces are cataloged and shelved at less expense than the more important titles.

Vertical comprehensive collecting (by subject) is likely to be the only practical application of this principle. Horizontal comprehensiveness, e.g., standing orders with individual publishers or with categories of publishers such as university presses, can bring in a messy batch of miscellaneous titles, some useful, some junk.

Let us assume that a library, rather a university, has decided to give special emphasis to some field. Take, for example, modern Spanish belletristic literature, a not unimportant subject. All non-serial titles in this field can be delivered by a dealer (name available on application) for around \$400-\$500 annually. Again, let us assume that a library wants to cover all problems under current consideration by legislative bodies in the fifty states. Falls City Microcards offers everything in this field, fully cataloged, for about \$500-\$600 a year (depending on the volume of publication).

In certain other fields it is possible to use the international bibliographies, separating the serials and separates. For over a decade I have followed carefully the annual Hirsch-Heaney checklists of bibliographical scholarship in *Studies in Bibliography* and attempted to acquire virtually everything listed here. It would not be difficult to defend an argument that any respectable university library emphasizing humanistic scholarship should strive to be as complete as possible in this material. With the exception

of the occasional very expensive item such as Marinis' great work on the Neapolitan royal library, the non-serial items in this bibliography cost an average of about \$750 a year, a cheap price for bibliographical soundness in a library.

But what decision might we make in the case of bibliographies such as the *Handbook of Latin American Studies* or *Library Literature*? There is patently a much larger proportion of less important material in these bibliographies than in the Hirsch-Heaney checklists. If one examines the acquisition lists of certain large or special libraries in these fields, it is apparent that they are trying to get everything, with no regard to the quality of individual titles. It seems to be generally recognized that if a library is to be a research library in the best sense, it must be comprehensive in its fields of emphasis, including good, bad, and indifferent. The librarian, except perhaps the special librarian, is no more competent to exercise critical judgment in dealing with individual titles out of great masses of literature than is any other mortal. Final critical evaluation is the job of individual scholars.

Still, mass acquisition is not possible without a few bird-dogs in the bibliographical kennel to sniff out the exceptional. For twelve years I have made strong efforts to build the University of Kentucky Library's holdings of European books that are privately printed, privately distributed, or otherwise limited in edition. The purpose is to strengthen the graphic arts collections, since most of these books are significant examples of printing and illustration. Titles must be excavated from review sections of obscure journals, bulletins of bibliophilic societies, and personal correspondence and conversation. The books are generally free, but the cost is high in terms of man-hours spent. However, the result is more than rewarding. In 1957 from this source came sixteen titles not held by Library A with the Farmington

Plan responsibility for them; four titles not held by Library B; and three not held by Library C, both with this responsibility in other areas.

What about those fields in which a research library does not wish, for one reason or another, to acquire *en masse*? What about those libraries which should acquire *en masse* but lack the funds? The answer to the first question is simple: Give the teaching staff and the readers what they want for current use. If the long-term results are less than satisfactory for building a research collection, these libraries won't be much worse off than all but a half dozen or so American university libraries of the sixties. The answer to the second question requires toughness, perhaps unrealistic toughness in terms of what a librarian can say to a president: If a library is to be a research library in the true sense in those fields it selects for emphasis, it must have funds for purchasing, processing, and housing. For the hundred or so American universities which grant a respectable doctorate, this means that serious consideration should be given to comprehensive collecting in one or more fields. If the university cannot provide the necessary funds for the library, it is doubtful whether it can provide the necessary funds for teaching and research; and it is further doubtful whether it should try to offer advanced work at all.

The results of comprehensive collecting are not immediately apparent. A generation or so is necessary before the collections begin to take shape. But how remarkable these results can be! The University of Helsingfors Library enjoyed the privilege of imperial copyright deposit for a little over a century prior to 1917, and it will forever be a precious collection of nineteenth century Russian literature. The Deutsche Bücherei is barely a half a century old, but it is rivalled only by the far older collections of Berlin and Munich as a depository of German cultural tradition. The Biblio-

thèque Nordique of the Ste.-Geneviève enjoys the good will of nearly all Scandinavian publishers as a depository, and there is no more useful collection of Scandinavica south of Copenhagen.

Beyond the small college library, the problem of selecting individual titles from today's mass of publication is an unrewarding, well-nigh hopeless task for academic librarians. In universities the librarian should attempt to get away from the concept of selection of individual titles in most cases. In fields where there must be selection of individual titles, the teaching staff can handle the job and satisfy itself as best it may. If the teaching staff fails, it can stew in its own bibliological juice; and it is a bitter juice of failure, whether concocted by professors or librarians.

The librarian will be best advised to confine his selecting to policy-making. In conference with colleagues and the teaching staff, he should decide where and when to attempt mass collecting. Such a policy does not prohibit him from soliciting gifts, cultivating angels, developing exchanges, selecting items to fill obvious lacunae in fields he knows well, and otherwise enriching collections. It does prohibit him from attempting, by himself or with fellow librarians, to select piecemeal the five or ten per cent of the world's annual book production that the average American university library can afford.

The dogma of book selection by individual titles has yielded no significant results in university libraries. In fact, our growth seems to be the more haphazard on account of it. We cannot abolish selection by individual titles, for there will always be situations in which the traditional principles of selection must be followed. However, the major acquisition policy should be concerned with whole fields, and the key decisions should revolve around the intensity with which acquisition in these various fields should be pursued.

Storage and Deposit Libraries

By JERROLD ORNE

IT IS MANIFESTLY IMPOSSIBLE to approach any single aspect of cooperative library effort without at least passing reference to the mass of literature gathered under the ample umbrella of cooperation. The bibliographical survey of John Rather¹ provides thorough documentation of most fields of cooperation up to 1955. Few additional references are needed to bring the listings up-to-date. In fact, in reviewing the literature, one is swiftly impressed by the constant recurrence of ideas conceived and expressed at very early dates in our library history. The essay of R. B. Downs² in the printed report of the Monticello Conference of 1955, when combined with other discussion reports, provides a cogent statement of cooperation as we know it today. The problems are time-worn and well-known to all; solutions have been discussed for decades, with little progress made in practice. A few fields have made greater advances than others with signal, if not lasting, success. In technical processing, for example, the early production of printed catalog cards and their distribution has been an undeniable success. In acquisitions, the Farmington Plan has had only partial success at best. In spelling out resources, the development of the Union Catalog idea can certainly be credited with considerable success. Public service, in its normal growth, has developed cooperative plans on the local, state, and national level. Interlibrary loans and the free flow of materials where needed are hallmarks of our library systems.

¹"Library Cooperation," *California Librarian*, XVI (1955), 299-310.

²"Library Cooperation and Specialization," in *Problems and Prospects of the Research Library*, ed. by E. E. Williams (New Brunswick, N. J.: Scarecrow Press, 1955).

Dr. Orne is Librarian, University of North Carolina. This paper is based on a longer study prepared for the Rutgers series on the State of the Library Art.

It is in the area of acquiring and organizing our material resources that the gravest problems not only continue but steadily increase as world production of the printed word grows. The difficulties of keeping up with the sum of knowledge expressed in printed form are not the first concern of this study, but problems of storage are so inter-related with those of acquisition that they can hardly be considered separately. In any case, solutions proposed and targets for research must involve both.

The scope of our consideration of deposit and storage libraries here will be limited to the philosophical or rational and, to a certain degree, the physical aspects of storage and deposit libraries. We are not concerned primarily with the library's contents although they provide the *raison d'être* and create the need for something other than standard library storage. We do not take up the equipment or equipping of storage buildings since this will be reported elsewhere and constitutes in itself a fairly complicated problem. The study will not consider storage planning in foreign libraries since their bases of operation are not comparable to ours and massive collections creating a need for storage are much less common abroad than in our country.

This study will be concerned with any factors compelling or contributing to the compelling need for storage facilities in

any type of library and for any character of collection. It is inevitable that acquisition policies and collection programs must be given some consideration since they, in so great a measure, determine the need for extended storing areas. An effort will be made to isolate that part of theory of cooperation which affects massive growth of collections and to concentrate our attention on the physical entities which are storage libraries rather than their reason for being.

The storage library idea has attained its fullest development in the areas of the major public, academic, and special libraries. Every critical consideration of the storage idea has evolved primarily from problems of size. It follows normally then that the largest units are the most heavily involved. In fact, one might almost designate the need for a depository as a standard hallmark of attainment of size. Among the public libraries, the literature reveals only a few attacks upon the problem of storage by major public libraries. The public libraries of Providence, Denver, and Boston may be cited as leading examples. An extension of public library problems is found in reports on activities of some state libraries or state-wide groups of librarians in Indiana, California, and New Jersey. Their considerations are concerned on the one hand with providing central depositories to serve better a multitude of smaller units and on the other with attaining bibliographic control of a given state or region in order better to serve on a national scale. Major examples of the storage idea among the academic libraries include individual library solutions as well as joint or co-operative centers. The literature reveals few cases but reasonable variety among them. DePauw University, Iowa State College, the University of Michigan, the Hampshire Interlibrary Center, the Midwest Interlibrary Center, and the New England Deposit Library comprise the

field. In addition to the state-wide plans briefly mentioned above, other examples of deposit and storage activities can be found on a very large scale in the federal government. Problems met by the Armed Forces Medical Library and the Library of Congress will serve to illustrate this point. Each of these has some bearing upon the growth and development of the idea of depository or storage libraries. When properly combined with considerations of the growth of collections and the availability of cooperative resources, it may be possible to establish a logical pattern for the development of deposit or storage libraries in our country.

Among the public libraries, and in terms of serving the general public of a given community or collection of communities, it is commonly recognized that the small public library in our country while it is often a well-funded, firmly established, and thoroughly accepted way of life, does not grow beyond the needs of its community or attain any great size. When the community involved is fairly large and its library correspondingly more complex, the possibility arises that an increasing proportion of the contents of this library is little used. One should expect this since size normally comes with age, and with age libraries tend to hold a larger proportion of out-of-date or historical materials. Together with age and size, one finds an increasingly complex system and greater difficulty in maintaining all materials and all services to all people.

Before considering the truly cooperative plans initiated by academic librarians or administrations, it should be mentioned that there have been individual library solutions to storage problems developed within numerous small, medium-sized and even large individual academic libraries. Although the literature reports few instances for the smaller and medium-sized libraries, there have been scores of cases where the growth of a small collection, even in the more modest

institutions, has led to book storage in basements, attics, and classrooms, usually leading inevitably to the building of a larger library. It may be useful to cite a few examples recorded in the literature.

In 1945 the DePauw University Library was compelled to seek storage space outside of its building for a book collection which outgrew the library's space.³ A second instance of an individual academic storage plan was that of Iowa State College.⁴ In this case, a separate building at a distance from the library was constructed specifically for the purpose of providing cheap storage for library materials. The most recent and largest storage library for a single institution is the one which opened at the University of Michigan in February, 1956. These three examples are only illustrations of the tenor of thought and the stage of development the storage idea holds in some academic institutions. In fact, the same may be said for virtually all except a very few, very large universities. Almost any one of the librarians or administrators concerned will grant that his present solution is only a temporary one, but so far no one is willing to accept what has been done by cooperative effort as the final or best solution.

We do have one outstanding example of a cooperative plan which, on a small scale and involving a limited number of institutions, does accomplish some of the goals so frequently alleged for cooperative enterprise. The Hampshire Interlibrary Center⁵ was established at the end of 1951 as a joint enterprise of Amherst, Smith, and Mt. Holyoke. Although other institutions may elect membership, these three comprise the originators and continuing active participants. In this enterprise, there are three cooperating colleges within a five mile radius. Each

is a fairly sizeable and mature institution having sufficient support to develop collections beyond current use. The size of the collections stored is still sufficiently small so that any consideration of space used, present or proposed for the future, contemplates using space in existing buildings at some institution of the area. In effect, the Hampshire Interlibrary Center is a relatively small enterprise, organized within narrow limits of geographical area and member institutions. Within these limits, it has been possible to experiment to the very considerable advantage of each of the institutions involved in terms of both costs and resources. The problems become infinitely more difficult and cannot hold the same pattern when the cooperating institutions are many, large, and varied and when the geographic area is multiplied ten times or a hundred times over.

An early account of the development of the New England Deposit Library⁶ alludes to the turn of the century statements of President Eliot and the controversy over "dead books"⁷ and traces the development of the idea into a structure. Mr. Metcalf's reporting after thirteen years of use provides many facts and figures as well as data concerning actual use. One positive gain lies in the statement "Though it has saved money, the New England Deposit Library could hardly be considered successful if it had not also demonstrated that the inconvenience entailed in storing books at a distance from the main collection is not an unbearable burden on scholars."⁸ It seems clear from the literature that the New England Deposit Library has provided essentially one basic advantage, that is, cheap storage.

The most extensive and widely publicized venture in cooperative storage up

³ V. S. Cooper, "Depauw Library Storage Plan," *Library Occurrent* XVI (1948), 38-39.

⁴ R. W. Orr and L. S. Thompson, "The Library Storage Building," *Library Journal*, LXVII (1942), 150-53.

⁵ Flora Belle Ludington, "Hampshire Inter-Library Center," *ALA Bulletin*, XLVI (1952), 10-12.

⁶ K. D. Metcalf, "The New England Deposit Library," *Library Quarterly*, XII (1942), 622-28.

⁷ K. D. Elkins, "President Eliot and the Storage of 'Dead' Books," *Harvard Library Bulletin*, VIII (1954), 299-312.

⁸ "The New England Deposit Library After Thirteen Years," *Harvard Library Bulletin*, VIII (1954), 317.

to this time is the Midwest Interlibrary Center. The Center is a creature of the inventive imagination found among a number of prominent academic administrators and librarians. The initiative was taken by Colwell and Fussler at Chicago, Ellsworth at Iowa, and McDiarmid at Minnesota.⁹ The Carnegie Corporation provided most of the money to launch the enterprise (\$750,000) and the Rockefeller Foundation added \$250,000 to provide an initial capital of one million dollars. The building which houses the Midwest Interlibrary Center was completed in 1951 at a cost of approximately \$780,000. It is located on the campus of the University of Chicago. The building is designed essentially as a storage warehouse for books with a minimum of space provided for public service and staff. Its capacity is reported to approach three million volumes.¹⁰ In a recent report of the Midwest Interlibrary Center, the former director summarizes six years of operations by the statement that "At least one important measure has been accomplished: member libraries have been relieved of congestion in their book stacks to the tune of more than 1,000,000 volumes. . ."¹¹

No attempt to portray the development of the storage or deposit idea would be complete without some representation of the great special libraries found in Washington and their past and current problems. At least two major storage problems can be shown to demonstrate quite different types of problems and solutions.

In the first instance the motive was not need for more storage space, but need for more secure storage in wartime. Early in 1941, Mr. Archibald MacLeish became very concerned¹² lest much of

the irreplaceable portion of the Library of Congress's collections might be destroyed by enemy attack. First consideration was given to bomb-proof shelter, dead storage, in the mountains of nearby Maryland. Fortunately, for U. S. finances, more mature thought led to a relatively painless and inexpensive series of depositories in existing libraries at a number of isolated but readily accessible locations. The thousands of books moved out of Washington for the duration¹³ were as completely available as the nearest telephone. At the end of the war, the collections were returned to Washington without untoward incident. This example is cited chiefly to suggest that all libraries are not always completely filled.

In this same period, yet another type of problem faced the Army Medical Library, now known as the National Library of Medicine. Crowded and miserably housed for decades, the situation in wartime made the danger to the old and rare collections of this great library an extremely grave problem. In July of 1942, a junior member of the staff was sent to set up a part of the AML collections in rental space at the Allen Memorial Medical Library in Cleveland.¹⁴ All books published before 1800 were destined for the new depository, now the History of Medicine Division. This installation was not intended as a dead storage center; its materials have been in continuous active use since their installation, are fully cataloged, maintained and served when needed. Although this installation continues currently in the same space today, it will doubtless return to join its more modern counterparts of the nineteenth and twentieth centuries in the new building this national resource will soon build. In this instance, the storage motivation was both space and preservation; again the depository was at

⁹ E. W. McDiarmid, *A Midwest Inter-Library Center*. [Chicago, 1948], 52 p.

¹⁰ R. T. Esterquest, "Midwest Center," *Library Journal*, LXXVI (1951), 2031-35.

¹¹ Midwest Inter-Library Center. *Eighth Annual Report* [Chicago, 1957], p. 17.

¹² Jerrold Orne, "The Library of Congress Prepares for Emergencies," *ALA Bulletin*, XXXV (1941), 341-48.

¹³ Orne, *Report on Precautionary Measures Regarding Its Collections Adopted by the Library of Congress* (Washington: Library of Congress, 1941). 25 p. Mimeo.

¹⁴ Dorothy M. Schullian and F. B. Rogers, "The National Library of Medicine," *Library Quarterly*, XXVIII (1958), 113.

a very considerable distance. There are parallels or similarities to factors inherent in both the academic and public problems. The materials are of the "little-use" class. Preservation of unique copies is involved. Service at a distance and a time lag are present. Pressures of modern acquisition were compressing available space ever more. In short, the fundamental motivation toward deposit or storage libraries is basically the same in virtually every type of library we have discussed.

It is evident from the foregoing passing in review of a wide range of levels and types of library enterprises in the field of storage that the profession has striven manfully to cope with an ever-increasing flood tide of library materials. Yet we remain with the uneasy feeling that the whole thing has not come off, that such solutions as we have found to the present time are not within shouting distance of adequate. Downs, in a recent article¹⁵ spells out a number of pros and cons for certain cooperative efforts, but has no panacea to offer. His plea is for the use of the scientific approach. He believes that we now have "an increasing number of leaders in our profession trained in research methods and experimental techniques," and goes on to say: "Let's start applying these criteria to plans for library cooperation, as well as to every other phase of professional librarianship. In other words, I am proposing that we use our heads rather than our hearts. This is the way to achieve a true profession."¹⁶ With this admonition before us, perhaps we can expose the past record to thorough examination and find some useful guidance in what remains.

We first considered the public library. There is ample material in the record to demonstrate that the needs of the typical public library for storage are not the same as those of the monumental public,

academic, or research libraries. The public libraries have made considerable progress in theory, if not in practice, and their part of the solution has been fairly well documented. For the most part, public libraries would be amply served by the establishment of state-wide or, occasionally, regional depositories into which they could pour all of their little-used materials, to be weeded down to a single copy basis available to all comers. Each public library would then maintain a proper level of operating collection to serve its constituency and might thus change in size only as its constituency and their needs grew. In many cases, libraries of optimum size could result, with older and little needed books leaving by the back door in the same numbers as new and more live books entered the front. The exceptions to this rule among the public libraries would be the great old libraries of our principal cities whose collections must now be classed as research collections. These libraries might serve as a central depository or join resources with neighboring academic or private research libraries. The other alternative, using the state library agency as the central depository is the more usual approach in planning for this segment of our library economy. Let us bear in mind chiefly that each state, or group of states, has a fundamental responsibility for its own residents.

The small colleges and lesser universities (if there are any who will admit of this), almost in the same manner as their public library counterparts have a basic and standard set of needed resources which are common to all, fairly modest in extent, relatively slow to change. Again, it is quite possible to envisage an optimum size for the majority of such institutions, with stability attained by channeling the older and little-used materials out in numbers comparable to those of the new books entering the collection. The college library's discards might be combined with the public li-

¹⁵ "Realistic Considerations in Library Cooperation," *Southeastern Librarian*, IV (1954), 114-122, 138.

¹⁶ *Ibid.*, p. 122, 138.

brary's in a nearby depository, except in unusual cases where national uniqueness may be in question. Special libraries, which are predominantly narrowly specialized by subject, are not concerned with problems of storage. Bibliographic co-ordination is the ultimate goal for them.

From a purely negative point of view, many types of libraries listed immediately above could do as well by destroying everything rejected as any other way. On the positive side, relegating all secondary materials to selective storage automatically assures the development of a total resource, slightly less available to be sure, but still available, beyond the fondest dreams of acquisitive librarian-types. Purely analytical consideration of the financial potential of these smaller libraries allows no illusions concerning their capacity for supporting, even in a small way, the establishment or the maintenance of a state or regional depository.

The approach to major public, research, and academic libraries on the subject of size and storage is quite another matter. Scholars and researchers, whether in our major public, academic, or research libraries are notoriously demanding and exigent; administrators of such institutions or their own administrations may be inordinately and unthinkingly ambitious; and the range of interests is as broad as life and changes like a kaleidoscope with each new twist. How then, can a library's activities be fixed long enough to determine what is needed, or should one seek to fix them at any time? The library must be ever responsive to current needs and its success is measured in direct proportion to its swift responsiveness. What we have then, when analyzed, is a type of institution which cannot be fixed or stable, one which can operate best when it is most free of trammeling anachronisms in materials, collections, or even services. On the other hand we have institutions whose current needs far exceed their ca-

capacity to acquire, organize, and serve. We must therefore seek solutions for both elimination and addition, bearing always in mind the unspoken mandate to never reduce out any last copy of a potentially useful item.

The devices reported on here, even to the most highly developed, fall far short of attaining ultimate goals. We have had only a few partial efforts to resolve the growth problems, both in acquisition and in reduction. We do not have universal acceptance of what we have; on the contrary, we have to aggressively and studiously fight to continue even that. It seems that we must look elsewhere for solutions.

Much earlier in this study it was stated that acquisitions planning and storage planning could not be considered separately. It seems now even more accurate to say that any solutions to the problems of storage must consider input as well as output from our libraries. It also seems evident that certain elements of our present library philosophy are no longer tenable, and some of these are the very elements which have prevented earlier co-operative planning from attaining any durable progress. Two particular ideas require close and analytic examination before we can accomplish much in the two areas of our main interest. The first of these is the concept of responsibility for complete, global coverage and where it lies. The second is the concept of library property.

There are at least three and possibly five major libraries of this country which tacitly accept national responsibility for providing anything requested and which maintain library facilities to do this. These are, in order of decreasing readiness to publicly acknowledge this responsibility, the Library of Congress, Harvard University, Yale University, the University of California, and the University of Illinois. Note that only one of these is federal, two are private, and two are state institutions. It is now anachro-

nistic for any one of these institutions to hold such a responsibility for its own, even the Library of Congress. It is not anachronistic, however, to entertain a new concept of national responsibility, with a nation-wide plan calculated to utilize every major and minor, private or public institution to the extent that it should participate in a national responsibility. Such a plan could be directed by the Library of Congress or even by some supra-national library authority. In the area of acquisitions, the entire output of world printing on a single copy basis could be funded by the government quite painlessly in large part by the free use of counterpart funds, and by direct appropriation in the interest of world trade where such funds are not available. The total annual sum needed to carry out such a plan would be less than the cost of one large missile, and unless we can attain national understanding and acceptance of the global bibliographic responsibility, there may not be much purpose in trying to push our rockets to the moon. The first essential change needed in library philosophy affects principally *Acquisitions*, and this is *the complete understanding and acceptance of the national responsibility for acquisition on a global basis of the printed record*.

Once this principle is established, the inflowing materials require our attention to the second, which then leads us to our prime subject, storage libraries. The second principle must be accepted not only by the national government, but also by every library of the country—and this is *the principle of nation-wide ownership of library materials*. This does not mean that any library can demand any other library's books. It does mean that any library may voluntarily turn in such books as it chooses to a national reserve, with the assurance that a copy will always be available for use in some library of this country. Incoming foreign materials under the national reserve plan would first be made available without

cost to libraries which might elect to receive certain subjects and certain countries, precataloged at source and shipped direct. Those not requested would flow to preselected depositories to be established under state-federal plans. The same depository could serve public, academic and national purposes; the resources of each could be held to one copy of each, if necessary, and for the majority of all titles, this might well suffice. Single card reporting, to a national reserve card center could conceivably relieve fifty states of even their last copy of an unlikely item. Under such a system, as rapid communication and facsimile transmission reach a practical stage, the location of a unique copy in any part of our country would constitute no barrier to use. These ideas may seem visionary, but they do represent one possible approach to the resolution of a number of our toughest problems as well as a realistic view of what our ultimate goals must be. Whether or not it is possible to establish new principles now in our field, these suggestions will help to point up the targets for research which must be sighted in to prove or disprove our present theories.

We talk and write glibly on global acquisitions without any absolute proof that we need everything published anywhere or that everything published merits preservation. One field for critical investigation lies most certainly within this area. This kind of research implies also the determination of what is really needed in a given university library, a college library, or a public library, whatever its public. In brief, it demands scientific evidence of what a library needs in printed resources to do its job.

When we have the answers to what is needed, we will need research in methods of disposal, relocation, and reporting what is rejected. This involves critical examination of cataloging and decataloging methodology, transfer and storing

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Bookselling Among the Sciences

By JAKE ZEITLIN

THE COLLECTOR CERTAINLY is the one who leads the tune for both the bookseller and the librarian. His fertility and independence of mind brings fresh ideas into the book world, and I should not forbear to speak of the fresh money he introduces into a trade noted for its internal commerce. His new enthusiasms send us back into our bins and cellars. He often turns our previously unsold stock into gold. The librarian depends upon the private collector, not only for gifts, but even more for the standards of merit and the standards of value upon which he is able to justify the maintenance and development of a rare book collection. The magical effect on a tight-fisted administration of the example of a successful business or professional man, who has spent generous sums of money on rare books, is highly tonic.

It is my task, however, to say something about the rise of the history of science as a subject of importance both to scholarship and book collecting. I am also to name some of the notable collectors. And finally, I intend to take advantage of this occasion to recount the role that antiquarian booksellers have played in the cultivation and encouragement of collectors and librarians.

Much of what I have to say has been inspired, and some of it has been shamelessly lifted from the address of my venerable colleague, Dr. Ernest Weil, entitled: "Milestones of Civilization." It was delivered under the auspices of the Antiquarian Booksellers Association of London in 1948. Dr. Weil said, "The history of science . . . is a child of our generation and consequently the collection of books illustrating the history of

Mr. Zeitlin is president of Zeitlin & Ver Brugge, Booksellers, Los Angeles. These remarks, slightly revised, were made at a meeting of ACRL's Rare Books Section, Montreal, June 20, 1960.

science is a recent development."

Before proceeding I should like to differentiate between the collecting of magnificently illustrated works of natural history (such as the folios of Audubon and the array of Gould's brilliantly colored works on birds, the flower plate books of Redoute and Thornton), and the collecting of works illustrating the history of science. Natural history is often the logical predecessor of science, but there is little correspondence between the taste for graphic beauty and the taste which can pride itself in the possession of Harvey's *De Motu Cordis*, or Kepler's *Harmonicis Mundi*; both books which are notorious for their miserable discoloration and bad typography. The difference goes deeper than appearances; it reflects the growth of the concept that description and classification are merely the prelude to science, and that the stuff of science is the disciplined development of ideas about our universe, both great and small, how it works, its relationship to the mind of man and how it will determine what is to become of the human race.

The development of interest in certain specialties is associated with the publication of certain notable bibliographies or histories. In medicine we may cite Choulant's *Handbuch* and his *Bibliography and History of Anatomic Illustration*.

tion. In chemistry, Ferguson's *Bibliotheca-Chemica* which served as a beacon and a pilot for such recent publications as Denis Duveen's *Bibliotheca Chemica-Alchemica*. In electricity, Mottelay's *Bibliography & History*, and more recently *The Wheeler Gift Catalogue*, have served us well. The bibliographic writings of Sylvanus Thompson on William Gilbert are the forerunners of the beloved Dr. John Fulton's bibliographies of Boyle, Mayow, and Galvani, and of Geoffrey Keynes' admirable models of bibliographical descriptions on William Harvey and Thomas Browne.

The foundations were also laid by such pioneer histories as Cantor's and Montucla's in mathematics; Bailly's in Astronomy; Sprengel's and Garrison's in medicine, and Paul Tannery's in classical science.

But what has emerged in our time is a greater insight, illuminated by historical research, into the effect that the speculations of the mathematicians and the experimenters with kites, crystals and cyclotrons and the influence they have had, and will in the future have, on what will become of us all. This began to manifest itself in such works as Lynn Thorndike's *History of Magic and Experimental Science*; Martha Orenstein's *The Role of Scientific Societies in the Seventeenth Century*, and became explicit with George Sarton's publication of his monumental *Introduction to the History of Science*. Sarton's devotion to this subject and his publication of the journal *Isis* have been most influential throughout the world of learning.

Now we have the first publication of a work devoted exclusively to our field of discussion: Thornton & Tully's *Scientific Books, Libraries And Collectors: A Study of Bibliography and the Book Trade* (London: 1954). Despite an embarrassing plenitude of errors and omissions, which I do not doubt will be corrected in a second edition, it is a most comprehensive and scholarly survey from ancient

times to today. The chapters on scientific bibliographies, private scientific libraries, and scientific publishing and book-selling are a necessary supplement to what we have to say here today. Also it is very pleasant reading.

Most practicing scientists have insisted that science has no moral commitments. As a corollary, most members of the scientific faculties of our universities have taken the position that the working scientist has no need for a knowledge of the history of science. Some years ago Dr. Robert Oppenheimer voiced this opinion to me when I delivered the first of the several great collections, formed by that Nestor of scientific bibliomania, Dr. Herbert Evans, and presented by Lessing J. Rosenwald, to the Institute for Advanced Study. He named Dirac as an example of the scientific thinker whose works have no roots in the past. In justice to Dr. Oppenheimer I must record that he has since revised his views. The only concern with the history of science some of our scientists have exhibited has to do with making certain that their particular contribution shall have its share, or more, of credit in the records. One might say that their interest is more eponymical than historical.

As in many other fields the pioneering has been done by the amateurs and the broadly based humanistic historians. We are now entering a period of intensive development with the establishment of departments or professorships, not only at Harvard where Sarton and Dr. I Bernard Cohen have long carried the torch, but also at Cornell, Princeton, Yale, Wisconsin, Oklahoma, Kansas and California, with Illinois and several other universities soon to follow. There are few challengers to Herbert Butterfield's statement in his Horblit Lecture at Harvard, where he said, "For some of us the history of science is likely to be the only gateway to any knowledge of scientific ideas, and the only key to the deeper and the underlying structure of the sciences."

Recently Dr. James Conant, also a Horblit lecturer, delivered a stirring address on the need for scientists to be aware of the history of science in the larger role that many of them are playing in shaping national policy. But he also echoed the doubts of his colleagues as to the applied value for the working scientist. Some scientists are still operating as if they were sealed into a space capsule; they know what they are doing but they don't know where they are going. Charles Gillespie has given the answer better than anyone else I know: "It . . . [meaning particularly the consciousness of the effect of Newton's *Principia*] . . . is an element of culture and to exist in a culture with no notion whence it came is to invite the anthropologists' inquiry rather than to live as an educated man, aware and in that measure free."

Two outstanding exhibitions have done much to enrich and extend the interest of both scientists and book collectors. In 1934, Dr. Evans prepared an exhibition of "Landmarks in the History of Science" for the meeting of the American Association for the Advancement of Science, held in Berkeley. Fortunately the catalog of that exhibition was published by the University of California Press and has served to inspire many a subsequent collection. Likewise, the great exhibition of "Classics in the History of Science" opened at the Grolier Club in February of 1958 with a brilliant address by Dr. Cohen, did much to broaden the horizon of many bookmen, and regretfully, to raise the prices of many neglected books. I hope Harrison Horblit's zealous editing of the catalog of this exhibition will not prevent it from being released soon.

Bern Dibner has added considerable fuel to the fire of scientific bookcollecting with the publishing of his *Heralds of Science*. It is a selection from his library of the two hundred titles which have in a greater or lesser degree heralded the introduction of some impor-

tant idea or discovery. I am not a modest man, so I will quote his dedication. It reads, "To the book-dealers in many lands who patiently gathered, preserved, collated and cataloged our heritage of science, and who in their transactions invariably gave away more than they received." Now that is the kind of appreciation we like to hear.

Here in Montreal we are in close proximity to two world-renowned examples of the specialized historical library gathered by dedicated book collectors and retained intact for the use of scholars. Wherever the history of medicine is pursued one essential reference is *Bibliotheca Osleriana* compiled by the much beloved Dr. W. W. Francis. Not only is it a highly individualized catalog of the medical treasures of the great Sir William, but it is also delightfully animated with the record of his unrepentant bibliophily. Equally important, but somewhat less celebrated, is the Blacker Collection of Vertebrate Zoology. It was gathered with the generous support of Mr. and Mrs. Robert Roe Blacker, and the enterprise of one of Dr. Osler's friends, Dr. Casey Wood, from all quarters of the globe. The catalog of this collection might be called the bosom book of all zoologically-minded bibliophiles. I cannot refrain from boasting that my copy bears an inscription from both Dr. Wood and Mrs. Blacker.

These are a few instances of how much has been done by private book collectors with the enthusiasm, the means and the freedom from administrative restraints. Everette De Golyer once said to me, "Sell me the expensive books, it's my money I'm spending that I can indulge myself as no librarian will have the guts to do after I'm gone." Science collectors of the past and present, like Osler, and Blacker, Cushing, Klebs and Fulton, Ralph Ellis, LeRoy Crummer, Herbert Evans, Harrison Horblit, Robert Honeyman, Albert Lownes and our friend Bern Dibner, to name a few, are the ones fortunate

enough to create such highly individualised and useful monuments to their personal taste. The great Leonardo collection of Dr. Elmer Belt, soon to become the property of the University of California, is an illustrious example of this spirit and I am proud to have assisted in its creation.

The collecting of rare editions of the classics of science has come under the same questioning as has the collecting of first and rare editions of literary classics. "Why," asks the uninformed person, "can't we just depend upon reprints or the latest editions?" "Why do we have to spend large sums of money on the first or early edition?" Fortunately the growth of descriptive bibliography, the development of a new method of textual research has conclusively proved the unreliability of scholarship based on facsimiles and current editions alone. The labors of McKerrow, Greg, Todd, Bowers, and others are now bearing fruit in fields other than literature. A re-examination of the texts of Galileo, for instance, may be the basis for revising our notions of what he did at the tower of Pisa.

What have we booksellers had to do with all of this? First and foremost, we have aided in the rescuing and preserving of much material that might otherwise have gone into the fireplace or the pulp mill. Second, we have served as the conveyor belt in the process of distributing and collecting. Third, we have through our cataloging and pricing assisted in the proper evaluation of materials with respect to both importance and rarity. And finally, the bibliographically inclined among us have sometimes made contributions to the knowledge of the whereabouts and textual importance of many items that otherwise might be overlooked. The shelves of booksellers' catalogs, which usually stand close to the desks of collectors, scholars and librarians, are one of the best testimonies of our usefulness.

A bookseller's catalogs are his showcase. They often represent the fruit of many years of keeping back his choicest books as well as many hours of research. He stakes his livelihood and reputation upon the statements he makes. The catalogs of Dr. Ernest Weil for years set a high standard of scholarly notes for us all, as have those of Herbert Reichner and Irving Davis. Among the pioneer landmarks is the erudite series entitled, *Bibliotheca Physico-Mathematica*, compiled by Henry Zeitlinger for Henry Sötheran. What mouth-watering plums they describe. Any of us would gladly buy the contents of the whole catalog if we could find such items again at such prices. Equally high in merit are the catalogs of L'Art Ancien, especially those medical and botanical, and the series of former years from R. Lier. From the top of the Spanish Stairs in Rome have come Rappaport's long series and from the banks of the Arno in Florence Leo Olshki's erudite enticements. Many years ago Dr. Pilcher wrote an enchanting account of how he discovered there, and bore away in triumph, a copy of Berengario di Carpi's *Commentary on Mundinus*. E. P. Goldschmidt's handsome productions of former years are rich in scholarship as well as treasures no longer to be had, as are several eminent landmarks from Maggs Brothers. Undoubtedly Percy Muir's learned notes in the catalogs of Elkin Mathews have done much in our day to rescue many unappreciated titles from oblivion. Raphael King's several catalogs are still to be consulted for their highly original notes as well as for the regrets they inspire when one sees a *Sceptical Chemist*, for instance, offered for £ 350. And nowadays we have the imposing array of wares offered by William Dawson & Sons at prices we would not have dared to dream of ten years ago, but which we now eagerly gobble up. From London also come the very worthy catalogs of Hugh K. Elliott, a very

knowledgeable newcomer to the book trade, I would not want to forget the hours of antiquarian bliss I have enjoyed in the shop and in the pages of the catalogs of A. Bader of the Grand Rue in Geneva.

In the United States the dean among living scientific booksellers is Henry Schuman, probably the first to devote himself exclusively to medicine and science. He pioneered in the field of American medicine and inspired many of us to emulate his example if not his very special brand of humor. The series of books he published have become a permanent part of the bibliography of the history of science and will remain a testament to his ill-repaid courage. All of us have reaped from the harvest that he sowed. David Randall of Scribner's published several notable catalogs. His *Science and Thought in the Nineteenth Century* is still consulted for its pithy notes and no longer startling prices. Also outstanding in the field of the history of medicine are those catalogs which come from the Old Hickory Bookshop, whose Murray Gottlieb is affectionately remembered, and whose Johanna happily still abides with us.

Thomas Heller's catalogs are models

of clear description, well edited notes and reasonable prices. And the catalogs of Emil Offenbacher have brought many a book collector to Kew Gardens in Long Island. Lastly, I should like to mention the catalogs which come from Wolfpits Road, in Bethel, Conn., Richard Wormser's ability to discover and learnedly describe unknown scientific rarities is surpassed only by his passion of abominable puns.

In closing I should like to say that we antiquarian booksellers like to believe that we perform an essential service in the cycle of books from collector to collector and finally to librarian. In view of the decreasing supply it seems to be a diminishing cycle. By and large we strive to perform the function of collaborator as well as vendor and to elevate our knowledge and understanding of the materials we handle to the level of those with whom we deal. Our greatest pride lies in guiding the intelligent collector and librarian towards the achievement of a great library and the scholar towards the sources which will most enrich his works. This we regard as our part, not only in preserving the knowledge of the past, but also in illuminating the way to a more civilized future.

African Interest Inquiry

The Joint Committee on African Resources, a sub-committee of the Association of Research Libraries' Farmington Plan Committee, is gathering data concerning: (1) the interest, among American libraries, in obtaining material from Africa (irrespective of Farmington Plan assignments), (2) the interest in extending Farmington Plan allocations to more libraries, since the huge area that must be covered requires increased participation to be effective, and (3) methods of obtaining material from the bibliographically under-developed areas of Africa.

A questionnaire for obtaining such data has been sent to all libraries that hold membership in the Association of Research Libraries or participate in the Farmington Plan, as well as to other libraries assumed to have an interest in material published in Africa. Any library that has not received a copy of the questionnaire but would like one, may obtain a copy by writing to the chairman of the Joint Committee on African Resources, Jens Nyholm, Northwestern University Library, Evanston, Illinois.

A New Library for a New College

By KENNETH T. SLACK

ON JULY 21, 1954, the final decision was made by the leadership of the Church of Jesus Christ of Latter-day Saints (Mormon Church) to establish a junior college in Hawaii. Some thirty-three years of talking about such an institution had preceded the decision which was long past due in the light of L.D.S. educational philosophy and the numbers of L.D.S. church members in the Islands.

An essential part of the religious belief of the L.D.S. people is their concept of education. Their doctrine is full of such dogma as "Man cannot be saved in ignorance"; "The glory of God is intelligence"; "Man is saved only so fast as he gains knowledge." The consequence of such an emphasis on education has resulted in high educational achievement in states such as Utah and Idaho, where the population is predominantly L.D.S.¹

Dr. Reuben D. Law was appointed president of the new institution. His first activity was to head a committee to make a survey of the educational needs of the Islands. It was immediately apparent to this committee that Hawaii could support another four-year institution though the Church originally intended to establish a junior college. This fact resulted in the acceptance of the principal that all planning for buildings, equipment, and facilities be on the scale of adequacy for a four-year institution.

When the librarian was appointed in June, 1955, the preliminary planning for the library was already accomplished.

Mr. Slack is Librarian, The Church College of Hawaii, Laie.

The plans called for a library of 9,800 square feet of floor space, including only one large reading room, a stack tower, librarian's office, workroom, a classroom, and two small rooms to house audio-visual facilities. The stacks were to be closed, and no area was provided for current or bound periodical shelving. The librarian's first official act was to call attention to the inadequacy of these plans for the library needs of a four-year institution. Built to these original plans it would have housed only some fifteen thousand to eighteen thousand volumes, which may have satisfied the needs of a small junior college but would have been totally inadequate to the needs of a four-year degree-conferring institution.

The governing board of the new Church College of Hawaii at that time was made up of some of the prominent businessmen of the Islands who were also members of the L.D.S. faith. They had no previous experience with policy decisions regarding higher education, and they had to be shown that the original plans were inadequate. The librarian found the statistics published by ACRL very valuable in meeting this problem. The annual January issue of *CRL* showing average size of collections, size of book budgets, and size of staff for institutions of our contemplated enrollment provided ammunition that found its mark in the thinking of the board members.

Also, the ALA scorecard for evaluating degree-conferring four-year institutions

¹ Ray L. DeBoer, "A Historical Study of Mormon Education and the Influence of its Philosophy on Public Education in Utah." (Ph.D. dissertation, University of Denver, 1951); Raymond M. Hughes and William H. Lancelot, *Education—America's Magic*, (Ames: Iowa State College Press, 1946), pp. 40-41; Roy C. Woods "Where Does Your State Rank?" *American School Board Journal*, CX (1945), 21-24.



Exterior View of the Library of the Church College of Hawaii

proved invaluable, because the Western College Association uses this scorecard in its schedules for accrediting college libraries. According to the scorecard, the minimum requirement for a four-year institution was at that time to be in no case less than forty thousand volumes. And since it was the full intention of the Church College of Hawaii to meet the Western College Association standards in every phase of their effort, this fact alone was sufficient evidence to cause the board to decide to build a much larger library.

How much larger the library needed to be was the next matter of interest to them. The ALA monograph edited by Hoyt R. Galvin, *Planning a Library Building—The Major Steps*, fortunately gave the size of every college library built in the United States during the years 1949-1954. Figuring from this, it was found that the average library for colleges of our anticipated student enrollment (one thousand students) was fifteen thousand square feet. Only one small college in the South had erected a library as small as the original Church College plans. The board responded to this information by making the decision to build a library of 18,500 square feet which was nearly double the size of the original plans.

Of course, the librarian rejoiced in the

opportunity to start from scratch in preparing minimum standards for the architect. The general conditions anticipated for the college library were explained and the specifications for the various areas were rewritten in detail.

Preparation of a program for the architect was almost an entirely new experience for the librarian. He had served on a building committee in the Denver Public School system with Elsa Berner in establishing the minimum standards for six new junior high school libraries. There, the method had been to visit several new and old libraries in the city to learn the best architectural features of each of them and also to discover the architectural errors so that the best features could be included in the standards and the errors be avoided. Such guides as the ALA publication, *Dear Mr. Architect*, and the California school building standards were referred to in this instance. His two previous years had been spent in the new Eastern Oregon College Library and acquaintance with their program was a help.

Letters were written to the librarians of each of the new libraries reported in the ALA publication, *Planning a Library Building*, requesting a look at their plans and their building programs. Several of these librarians obliged by lending their

plans and programs. The program for Goucher College Library in Maryland was particularly helpful.

The final plans called for a library costing some \$251,800, unique in this matter because it was constructed with voluntary missionary labor. Thus, the money appropriated was devoted entirely to costs for building material and furnishing. It was estimated that some fifty-five thousand man hours of donated missionary labor were used in its construction.

The library now finished, but not fully furnished, will seat 284 students at one time. Shelving will eventually be provided for some sixty thousand volumes. Presently only sufficient shelving is available for twenty thousand volumes. The prevalence of rust and termites in the Hawaiian climate has caused postponement of acquiring full furnishings until they are needed. Open stacks are in all areas except the treasure room.

The rooms include: periodical reading room designated by free standing periodical stacks the outside of which shelve the reference collection, general reference reading room, reading areas in the main floor of the stack room and the mezzanine stack room, an audio-visual workroom and classroom, a record listening room containing units with headphones, a film storage room, a workroom for technical processes, and a librarian's office.

Concentrated on the first floor are the services and materials used most extensively by students and teachers. The reserve book stacks are located behind the circulation counter. The periodical indexes are located in the reading reference area midway between the current periodicals and the bound periodicals. Eventually, the outdoor reading lanai will be furnished with informal comfortable furniture and it will be used as a loud-study area. All traffic leaving the building must pass the circulation counter.

Some of the guiding principles laid down for the architect were, first of all, the idea that there must be juxtaposition of book space and reading space. Reading spaces are relatively small, rather than the monumental study halls found in libraries of the past. Even though we are not ever to be a graduate institution, we follow this principle in providing, in addition to the small reading areas, semi-private cubicles such as book carrels.

Quite a number of the people who have visited the library wondered how much more the building would have cost had we paid for the labor. This, of course, could only be estimated. Perhaps the donated fifty-five thousand man hours were worth \$125,000.

The volunteer missionary labor system employed in construction is an idea developed by the president of our church, David O. McKay. It has been used extensively throughout the Pacific area to build schools and chapels. It is a common aspiration among the L.D.S. people to fulfill a proselyting mission of two years. Most of us do it at about age twenty. Among the skilled craftsmen, the desire exists, but many of them feel they lack articulateness to preach the gospel. So they are happy to make their contribution, not by preaching, but by leading the Polynesian natives in a far-flung demonstration of the American "do-it-yourself" idea. At the present time, we are building over 136,000 square feet of dormitories on the campus by this method. Also, over one hundred of these American L.D.S. carpenters, electricians, masons, plumbers, and painters are deployed over various South Sea Islands with their families, contributing their labor for from two to three years in school construction projects. They supervise and train some five hundred native apprentices who voluntarily donate their labor. This method also provides the local population a sense of ownership in these institutions even though they have little cash to contribute.

CONSTRUCTION DATA

Architects:

Harold W. Burton & Douglas W. Burton, associate.

Project cost:

\$251,800.00 for material costs. 55,000 hours of donated missionary labor valued at \$125,000.00.

Style of architecture:

Contemporary oriental influence.

Plan:

Designed on a 13'-6" module.

Type of building according to code:

Class "A" type I fireproof structure.

Wall construction:

Concrete tilt-up wall construction.

Floor construction:

Earth bearing cement floors on main floor. Steel joist reinforced concrete slab on second story.

Roof construction:

Steel trusses 13'-6" on center (module).

Roof:

Corrugated asbestos roof.

Windows:

Awning type aluminum.

Exterior doors:

Aluminum frame, glazed lights.

Ornamental trim:

Glass mosaic, ornamental aluminum and wrought iron.

Floor coverings:

Cork tile—rubber cove base.

Lighting:

Tubular fluorescent.

Wood trim:

Philippine wood glazed natural finish.

Furniture:

Hard rock maple with plastic tops.

Planning:

According to program issued by Kenneth T. Slack, Librarian of the Church College of Hawaii.

Architects fee:

5% of the cost.

Total area of the building:

18,500 square feet which includes covered lanai and colonnade.

Storage and Deposit Libraries

(Continued from page 452)

problems, and the knotty difficulties of maintaining bibliographical control of widely scattered resources.

Some research in legal precedents will be required to enable interstate or even intra-state free relocation of library materials, but it seems quite likely that this concept will require new legislation rather than a review of past law. Research will be needed to demonstrate the importance of national responsibility, for this is one area where, with the exception of a few federal libraries, our country has developed very democratically a thoroughly dispersed national responsibility.

The above few indications of directions for research are not to be construed as implying that nothing has been done. However, we must recognize that it is far easier to find subjects needing research in our field, than areas where permanent solutions have been found.¹⁷ In the literature of storage and deposit libraries, despite its very considerable volume, we find only some germs of ideas, fundamentally sound, but insufficiently developed to obtain general acceptance in practice.

¹⁷ R. B. Downs, "Research in Problems of Resources," *Library Trends*, VI (1957), 147-49.

Library Instruction to 2000 Freshmen

By VERNA V. MELUM

CAN FORMAL INSTRUCTION in the use of libraries be given to all college freshmen in these days of steadily increasing enrollments? The staff of Swen Franklin Parson Library at Northern Illinois University says it can. Such a program was started in 1943, when there were four sections of freshman English composition; it has been continued up to the point of fifty-four sections in the fall of 1959, and continued with sixty sections during the current fall term.

The first two essentials for Northern's program are the cooperation of the English Department and released library staff time. The English Department accepts as a definite part of its freshman composition course one week of library instruction given by a librarian.

This program was begun by a member of the library staff after World War II when there was an influx of ex-service men to our college. When the library science area was started, library instruction to freshmen was given by members of this department. The reference librarian taught classes occasionally when there were conflicts of schedules, and the assistant librarian took over the program one year. The next year the library science area resumed this responsibility and continued to carry it for several years.

As the number of English sections continued to increase and the importance of the program continued to be evident, a new position, teacher of library instruction and readers' adviser, was added in the fall of 1957. Two years later the position of assistant reference librarian, readers' adviser, and teacher of library instruction was added. The combination of teaching and advising has proved to be a logical and efficient one, for the students who have had this instruction ask help

Miss Melum is Teacher of Library Administration and Readers' Adviser, Northern Illinois University, DeKalb.

more readily from staff members whom they already know.

DUTIES OF TEACHERS

The teacher of library instruction and readers' adviser gives full time to the teaching program the first semester, or at least until the Christmas holidays. She schedules, plans, and organizes the work, teaches two or three hours a day, spends as much time as possible at the card catalog or in the reference room to help the freshmen with the problems assigned, and corrects and grades these problems. The assistant reference librarian teaches some of the classes and assists at the advisory desk.

During the second semester, when there are only a few new classes of freshman English composition, the first adviser teaches them all, works up new materials for teaching, shares the duties of readers' advising with the reference assistant, and helps out at the circulation and reference desks. She has also taught a library science course when the library science area has been short-staffed.

SCHEDULE

The whole-hearted cooperation of the English Department is further evident in their acceptance of the schedule made out by the librarians. This factor is important in order that the teaching librarians may fit the classes, including late afternoon and evening classes, into logical working loads each week and also carry out their other commitments. The

English teachers are notified at the beginning of the semester of the dates and the rooms for library instruction for their sections. All classes are taught at their regularly scheduled class hours. The librarian goes to the regular classroom if she is teaching only one section, but for the past two years the problem of an ever-increasing number of sections has been met by scheduling two sections together whenever a room anywhere on campus large enough to accommodate up to seventy students is available. Here the cooperation of the registrar has been enlisted. The instruction is scheduled for as early in the school year as possible, but it necessarily extends over most of the first semester.

HANDBOOK

Mimeographed lesson materials were replaced in the fall of 1958 by a verity-typed handbook. The first edition contained six sections: I. Staff, Areas and Floor Plans of the Library, II. Locating and Obtaining Books and Other Materials, III. Loan Privileges, IV. The Card Catalog, V. Periodical Indexes, and VI. Reference Books. In the second edition the local orientation material of the first three sections was condensed into one page. This same material was also published separately on brightly-colored single sheets, with the floor plans on the back, for distribution to all students at registration.

The handbook is sold to students at fifty cents a copy. Since it was produced on campus by the Duplicating Service and the Industrial Arts Department, the cost is well below this figure, but it has seemed desirable to charge an amount which recognizes both the labor involved and the value of the material to the student. The Wilson pamphlet, "How to Use the Readers' Guide to Periodical Literature . . . and other Indexes," is included with each handbook. Mimeographed worksheets designed to emphasize the points the students are expected

to master, and therefore to serve as a method of study, are given out with the handbooks.

PROBLEMS

The handbook and its worksheets do not give the students actual practice in the use of the library tools. Therefore problems are assigned also. The types and the forms of these problems have, of course, gone through many stages of development. Our present plan for problems on the card catalog and on periodical indexes is meeting the following criteria satisfactorily: (1) to provide actual library practice for each student, (2) to provide enough different problems to avoid excessive wear on the library tools and to avoid students' copying from each other, (3) to provide for quick but definite checking and grading.

The plan consists of 125 different sets of problems, set up on 5" x 8" mimeographed form cards, white cards for the clues, green cards for the keys. The clues for the students are typed in red on the white mimeographed cards; the students copy onto mimeographed form sheets provided them. (See forms below.) The instruction, "Copy everything in red," is easily followed and does not seem to be confused with the fact that only subjects are in red on catalog cards. (The notation "in red" is added after subject headings.) Ten or twelve minutes of class time are required for this copying. Though this is a sacrifice of some time that could well be used for explanations, the plan saves so much clerical time that it is well worth while. Every student in a class group gets a different set of problems; the cards are collected and used again and again with other class groups. Another advantage of the plan is that problems can be changed or added at any time. Fifty sets were sufficient to begin with; 125 sets have been completed. A few sets have been marked "Advanced" and numbered in the 200's; these are harder problems intended for

students who already have a knowledge of the fundamentals.

Definite criteria have been set up for making out the problems in order that certain points will be included in each set:

CARD CATALOG PROBLEMS

1. *POINT OF EMPHASIS: AN AUTHOR OR A TITLE.* A personal author or a title to look up publisher and date given as further clues with an author's name.

2. *POINT OF EMPHASIS: A SUBJECT.* Publisher and date given as further clues. Author and title avoided as clues in order to force the student to look up a subject.

3. *POINT OF EMPHASIS: AN ORGANIZATION AS AN AUTHOR.* Title given as clue.

4. *POINT OF EMPHASIS: A CROSS REFERENCE.* First line of "See" reference given; student to complete this reference. Publisher and date of a book under the subject referred to given as clues. Authors and titles avoided as clues in order that the student will be forced to follow through with a cross reference.

On the line, "One other item of information," such an item as number of pages, subtitle, series, or bibliography is called for, a variety of these being included in each set. These items are considered more advanced work and therefore are not required for an average or satisfactory grade. At least one call number consisting of more than two lines, often one including a special location, is included in each set.

The problems are made out on form sheets with complete information for the keys. The items which are to be given to the students as clues are checked with a colored pencil. The typist then can make out both cards, the clues cards and the keys cards. In making out the problems care has to be taken that only one card in the catalog and only one entry in an index has the clues given.

FORM FOR CATALOG PROBLEMS

CATALOG PROBLEM 1	SUBJECT (if given in clues)
CALL NUMBER	AUTHOR
	TITLE
	PUBLISHER
	DATE
	OTHER INFORMATION

PERIODICAL INDEXES PROBLEMS

1. *READERS' GUIDE OR EDUCATION INDEX*

2. *ONE OF THE SPECIAL SUBJECT FIELD INDEXES LISTED IN THE HANDBOOK*

For each of these problems the same items are given as clues: name of index; subject; title of article; year.

FORM FOR PERIODICAL INDEX PROBLEMS

PERIODICALS PROBLEM 1:		
INDEX		
SUBJECT		
Author (if given)		
TITLE		
NAME OF PERIODICAL		
VOLUME	PAGES	DATE OF PERIODICAL
LIBRARY HAS	LIBRARY HAS NOT	(check one) month day year

In addition to four specific card catalog problems and two periodical indexes problems, forms are provided for selecting random examples in other indexes and in reference tools. This plan does not meet the criteria of discouraging copying and of providing quick but definite checking, but still it seems to fulfill its major purpose of getting the students to use the specified tools without causing the wear and tear on the books which specific problems entail. Many students have expressed interest and surprise to learn that these reference books and tools exist. If the teacher were to check every answer, this plan would be too laborious; she merely scans most of the problems to see whether the answers are logical ones, spot-checking occasionally, especially in cases where she questions the validity of the answers. She calls in students who have handed in identical problems and assigns them further work, thus discouraging copying.

FORMS FOR SELECTED REFERENCE TOOLS

PERIODICALS PROBLEM 3: BOOK REVIEW DIGEST

DIRECTIONS: Choose any example from any volume.

DATE OF VOLUME OR ISSUE USED _____
 AUTHOR OF BOOK REVIEWED _____
 TITLE OF BOOK REVIEWED _____
 PERIODICALS IN WHICH BOOK IS REVIEWED _____ Title of periodical _____
 VOLUME _____ PAGES _____ DATE _____ month _____ day _____ year _____
 LENGTH OF ORIGINAL REVIEW _____ words _____
 PLUS (favorable review) _____ or MINUS (unfavorable review) _____

PERIODICALS PROBLEM 4: NEW YORK TIMES INDEX

SUBJECT UNDER WHICH YOUR REFERENCE APPEARS _____
 BRIEF SUMMARY OF THE NEWSPAPER ARTICLE AS IT IS GIVEN IN THE INDEX _____
 SECTION (if given) _____ PAGE _____ COLUMN _____
 DATE _____ month _____ day _____ year _____

REFERENCE PROBLEM 7: WORLD ALMANAC or INFORMATION PLEASE ALMANAC (required)

Check the book used _____
 Place of publication _____ Publisher _____ Date _____
 Choose one item in the index: _____ Main Heading _____ Subheading (if any) _____
 Give one fact given on this page about this item _____

REFERENCE PROBLEM 9: STATESMAN'S YEARBOOK (required)

Place of publication _____ Publisher _____ Date _____
 Choose a country (Look up this country in the index) _____ (Name of country) _____
 Give page on which information on this country begins _____
 Choose one heading or topic under this country _____ (Heading) _____
 Give one fact under this heading _____
 Is there an index in this book? Yes _____ No _____ (Check one)

REFERENCE PROBLEM 12: COLUMBIA LIPPINCOTT GAZETTEER OF THE WORLD

or
 WEBSTER'S GEOGRAPHICAL DICTIONARY (one required)

CHECK above the book chosen.
 Choose one item _____ (name of item) _____
 Identify this item as to geographical type (city, mountain, etc.) and location _____
 Give one other fact about this item _____
 Give page on which information is found _____

REFERENCE PROBLEM 1: (any one of the following — one required)

WHO'S WHO IN AMERICA
 WHO WAS WHO IN AMERICA
 WHO'S WHO
 WHO WAS WHO

CHECK above the book chosen.
 Place of publication _____ Publisher _____ Date _____
 Choose one person about whom information is given _____
 Give date of birth of this person _____
 Give one position or office this person has held _____
 Give page on which the above information about this person is given _____

REFERENCE PROBLEM 2: CURRENT BIOGRAPHY (required)

Place of publication _____ Publisher _____ Date _____
 Choose one person about whom information is given _____
 Give page on which the article about him begins _____
 Give date of birth of this person _____
 Give occupation of this person _____
 Give one other item of information about this person _____
 Give one bibliographic reference _____

In addition to the above forms, blanks are also provided for the following:

PERIODICAL INDEX OF YOUR OWN
 CHOICE NOT USED IN YOUR OTHER
 PROBLEMS BUT LISTED IN THE
 HANDBOOK

DICTIONARY OF AMERICAN BIOGRAPHY
 OR DICTIONARY OF NATIONAL BIOGRAPHY

STATISTICAL ABSTRACT OF THE UNITED STATES

BARTLETT'S FAMILIAR QUOTATIONS
 OR STEVENSON'S HOME BOOK OF QUOTATIONS

GRANGER'S INDEX TO POETRY

A sheet of directions is attached to the problem forms, and blanks are provided for the name of the student, the name of the English teacher, and the hour of the class meeting.

TEST

A multiple-choice test of from fifty to sixty questions is given at the close of the unit, thirty minutes being allowed for this test. Machine-scored answer sheets are used. The Office of Testing Services has done item analyses on the tests to determine which items discriminate well and to scale the items in order of difficulty to some extent. However, the questions are grouped, first, by subject matter; second, by order of difficulty within the group. Some easy items which all students should be able to answer are included as morale builders. Because this testing is for mastery, the test is comprehensive, covering all areas.

CLERICAL HELP

Even though Northern's plan eliminates preparation of problems for each individual student, considerable clerical work is involved in the typing of mimeograph stencils for forms and tests and the typing of the cards (both clues and keys), as well as such routines as counting out materials and recording grades. For this work a student assistant is employed eight or ten hours a week.

GRADING

Because the unit of library instruction extends over a full week and because grades are one method of motivation, both the problems and the test are graded and these grades averaged for a final grade on the unit. Two methods of grading have been used. The first method is to grade both the problems and the test with the usual letter grades of "A, B, C, D, F" and to count the problems one-third and the test two-thirds for the unit grade.

The second method is to use only Satisfactory or Unsatisfactory for both the problems and the final grade. This seems decidedly preferable for the *problems* for several reasons: the students are encouraged to get as much help as they need in order to get their problems correct; the random examples selected by students cannot be checked carefully enough to justify specific grades; the emphasis for the unit of instruction is on the skills learned for future use rather than on an immediate grade. This method also seems preferable for the *final grade* because the English teachers have reported that the library instruction grade often does not correlate with a student's other grades in the English course and therefore it is difficult to know how much weight to attach to it. Two additional reportings are made in order to encourage students to do their best work, however; first, a letter grade is reported for the test so that the student may know the degree of proficiency he attained; second, an "S plus" is reported for students who have almost perfect work on the problems and "A" on the test.

QUESTIONS SETTLED AND UNSETTLED

Can the work be motivated sufficiently without giving grades? Is the test necessary? Is it advantageous and practical to use a specific topic for all the problems to be done by one student? These matters have been given consideration from time to time, and are currently being

discussed in several conferences with a committee of faculty members of the English Department.

If lectures only were given, grading would be eliminated. But the questions the students ask and the errors they make in both the problems and the test show that lectures do not produce sufficient mastery; practice is needed. Furthermore, the problems have to be checked to insure their being done individually, and a test is in itself both a learning device and a motivating force. It therefore seems highly desirable to continue specific assignments and testing as long as such a program can possibly be managed. A disadvantage of the testing is that the student does not find out what points he missed. It is not feasible to give him this information for two reasons: (1) the librarian does not meet the class again after the test has been given; (2) the same test is used with many groups. This objection is being met somewhat by giving a few warm-up exercises and discussing them before the test is given.

PROBLEMS ON ONE TOPIC

The assignment to look up entirely unrelated items can be motivated only by stimulating interest in learning that such sources are available. One has to start somewhere, and interest in unrelated quiz-type facts is still alive. Yet motivation would be higher and the value to the student greater if he uses an individually assigned topic for all the problems, or at least for all the reference problems.

The plan of having all of the specific problems on the card catalog and the periodical indexes in a set on one topic has been tried but has been abandoned because of the time required to meet both this requirement and the criteria designed to cover certain specific points which we wish to teach.

Some experimenting has been done in a few sections this semester with the plan

of having each student select a topic to use for all of the problems not specifically assigned from the cards. He is to try to find this topic in each of the assigned references. One teacher assigned the general topic of "gems," each student to select one precious stone as his specific topic. Two difficulties encountered in trying to use the one-topic assignment are: (1) much labor is involved in selecting topics which will be found in the majority of the books assigned; (2) topics do not apply to the biographical sources. (Some have occupational indexes in them, but this is not the most common way of using these tools. If the student were reading on his topic, he would come across names important in the field, but since this work is only bibliographic, he would not have this information.) It can be suggested to the student however, that he might wish to use a single topic for as many of the problems as he can. This idea would make the library instruction assignments more purposeful to some students.

ULTIMATE GOALS

The teaching of any skill subject involves the hazard of letting the larger purposes become obscured by the details. Does this program of library instruction teach more than the use of library tools? Does it teach the students how to tackle a new subject? Does it inspire students to make their own further explorations in the wonderful world of books and other printed materials? Can the teacher who teaches the same content according to the same plan, week after week for almost an entire semester, keep above boredom himself and lift his students to see beyond the commas and the dashes, the catalogs and the indexes? Are his students gaining intellectual curiosity? Herein lie real challenges to the teacher.

This unit presents to the college freshman a handbook of material to be covered in one week. For many it is an entirely new subject. How should the student ap-

proach it? Does he note the terminology? Does he know how to select the most important items for mastery? He needs guidance in doing so. If he has used some of the tools before, he needs guidance in noting more advanced points; he should not be given the opportunity to become bored because he thinks he already knows it all. Does he pay attention to accuracy and detail, or is he a careless worker? Does he know the pitfalls and the guides in objective tests? The assignments call for accuracy in detail and care in following directions. The multiple-choice test is an exercise in discriminatory thinking as well as a test of knowledge of how to use the library. Library instruction can help careless students to improve their methods of study.

Occasional remarks from even a few students that they will use the library more now that they know where to start and that they are glad to have their careless errors pointed out to them, help the teacher to see each new group as a new opportunity to teach the silent influence of books.

PLANNING FOR THE FUTURE

The library staff of Northern Illinois University recognizes that the ideal procedure is to give each individual student help on his particular problem as the need arises. But with an enrollment of several thousand students this is not always possible. Therefore this library staff considers its program of formal teaching of classes for several periods a strong one and plans to continue it as long as such a plan is practicable. But it is also considering other ways in which library instruction might be given when the enrollment soars far beyond the sixty sections of freshman English expected in 1960.

Should library instruction always be given in English classes? Are not other departments, such as Social Science and Speech, interested in having their students learn how to use the library? Cer-

tainly the answer to this question is in the affirmative. But in most colleges English is the only course which enrolls all or most of the new students. If library instruction is offered in some other department, will enough of the students be reached? Can plans be made for reaching those who are not enrolled in that particular department?

When it is no longer feasible for the readers' advisers to go to the classrooms, they might plan units of instruction which could be presented by the teachers, the advisers staying in the library to work with students as they do the problems assigned.

But a far better solution would be

presentation of library instruction over closed-circuit television. When the campus of NIU becomes equipped for teaching by this method, library instruction promises to be among the first units so taught. The readers' advisers would present the programs to many classes or other large units at once; classroom teachers could follow up with handing out problems and giving tests.

Whatever the method, the readers' advisers at NIU expect to continue planning and organizing library instruction for as large a segment of the student body as possible, for they believe that library instruction can best be given by librarians.

New Zealand Library Resources

Andrew D. Osborn, formerly assistant librarian at Harvard University, and now librarian at the University of Sydney, Australia, is the author of *New Zealand Library Resources* (Wellington, New Zealand Library Association, 1960, 70 p., 5s to members, 7s.6d. to non-members, NZ currency, plus postage). This is a report of a survey for the New Zealand Librarian Association under the auspices of the Carnegie Corporation of New York. Dr. Osborn covers in this report problems dealing with public, school, special academic libraries. Starting from the Munn-Barr report of 1934, Osborn traces the development of library service on the several levels. "As a group the public libraries are easily the brightest spot in the New Zealand Library picture," writes Osborn. The Auckland Public Library, for example, has among its holdings several of the best collections. Similar collections exist in Wellington, Christchurch and Dunedin. In respect to university libraries, Osborn observed, "In each of the past decades the plight of the university libraries has been a matter of concern to professors, students, investigating bodies and others. Document after document has hammered away at the inadequacies for teaching and research libraries, the lack of financial support and the overall failure to look on the library as the heart of the university." Dr. Osborn is categorical in his recommendations that bold steps must be taken to strengthen resources and facilities if the university libraries of the country are to serve the constituent groups depending upon them. He is also direct in his support of the need of a strong National Library. "Establishment of a National Library is a matter that is worth doing, and worth doing well." In order to accomplish this, prompt and decisive actions are essential. The National Library may be a useful instrument in the development of the library resources of New Zealand, described by Dr. Osborn as "slender." His program includes the acquisition of materials of various kinds, for all groups of readers and researchers, in all subject fields, for all types of libraries.

The Happy Medium in Library Instruction at the College Level

By ANNIE MAY ALSTON

IN AN EFFORT to avoid the extremes of no library instruction for college students and the required library course for all students, library instruction has fallen in our institution—a liberal arts, church-related college with student enrollment of 1,000—at a midway point between these two extremes.

In an earlier self-examination of our library instructional program for students, we had reached the following conclusions about our offerings:

1. A freshman does not need to know in one hour what librarians have learned in one or more years of library school.

2. A freshman does not need to know specialized reference tools of which his own instructor may be unaware.

3. The guided library tour is the lowest form of instruction.

4. The copying by twenty-five students of problems solved by four students has no real educational value.

5. Our sophomores, juniors, and seniors are the forgotten students in systematic library instruction.

Our current program has been built around the concept that the library does have something for every student and there is a time in the academic life of the student when he will accept this fact.

FOR THE FRESHMEN

All freshmen, through their English classes (thirteen sections with an average of thirty students to the section this year), come to the library for one hour of library instruction near the beginning of the fall semester. During this hour a series of slides is shown and a real effort is made to avoid crowding in detailed information for which the student has

Miss Alston is Librarian, Harding College, Searcy, Arkansas.

no immediate use. In this first series slides are shown which illustrate (1) every aspect of the physical plant (a brief explanation is made of the various activities carried on in each area); (2) arrangement of library materials; (3) library policies and regulations (although the library handbook contains this information, the slides do a better job at this point); (4) sets of catalog cards; (5) citations from *Readers' Guide to Periodical Literature*.

During the second semester the freshmen come back through their English classes for another hour of library instruction before beginning their term paper. A second series of slides is shown including (1) detailed instruction on the card catalog; (2) Library of Congress subject headings; (3) additional information on *Readers' Guide to Periodical Literature*; (4) information on *International Index*; (5) periodical files; (6) *Essay and General Literature Index*.

FOR THE SOPHOMORES

In the second year, through the humanities classes, a one-hour lecture on general reference books, with accompanying bibliography, is given to all sophomores. Specialized reference tools are omitted from this instruction. Appearing on this bibliography are unabridged dictionaries, adult encyclopedias, biographical tools, atlases, *Statistical Abstract*, *World Almanac*, *Brewer's Dictionary of Phrase and Fable*, *Bartlett's Familiar Quotations*, *Granger's Index to Poetry*

and Recitations, and the "Oxford Companions." An additional sheet of citations from *Essay and General Literature Index*, *Readers' Guide to Periodical Literature*, *International Index*, *Education Index*, and *Public Affairs Information Service* is distributed to students.

FOR THE JUNIORS AND SENIORS

During the fall semester a one-hour meeting is held with majors on the junior and senior level by departments of instruction. Faculty members in the department attend these meetings and make valuable comments on library resources. Meetings are held with the following departments: art, Bible and religion, biology, business and economics, education and psychology, English, home economics, music, social science, and speech. The chemistry department has its own course in chemical literature but follows the bibliographical guide pre-

pared by the library. These meetings with the majors in different departments have the following objectives: (1) to teach students the *approach* to the specialized reference books in their major field; (2) to acquaint students with *types* of reference books in their area of specialization; and (3) to insure the fact that students know *authorities* and some of their contributions to their major field of study.

In this discussion on specialized reference tools the college library comes near fulfilling its mission of bringing teachers, librarians, and students together in a true spirit of learning from books.

All of the above sessions are initiated by the library but do meet with the full cooperation of the teaching staff. In addition to these classes, the library continues to welcome special invitations from faculty members for library instruction to groups throughout the year.

LC Publishes Monumental Guide

A monumental bibliographical *Guide to the Study of the United States of America* has just been published by the Library of Congress. Compiled by Donald H. Mugridge, Blanche P. McCrum, and other members of the Library's staff under the direction of Roy P. Basler, Director of the Reference Department, the volume describes in its more than 1,100 double-column pages approximately 10,000 books "that reflect the development of life and thought in the United States."

The *Guide* has 32 chapters, each taking in the various aspects of a single broad subject. The most comprehensive—the work of Miss McCrum—is on "Literature," which includes about a third of the nearly 6,500 entries. Other fields receiving extensive treatment include "Literary History and Criticism," "Periodicals and Journalism," "General History," "Diplomatic History and Foreign Relations," "Local History," "Travel and Travelers," "Society," "Art and Architecture," "Music," "Law and Justice," "Constitution and Government," and "Politics, Parties, Elections." An appendix furnishes a list of books useful for those studying American civilization in its broad aspects, and there is a detailed index for locating information in the text.

Copies of the *Guide to the Study of the United States of America* may be purchased from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., for \$7.00 each.

Wanted: More Research

By ETHEL M. FAIR

THE PROSPECTIVE DOCTORAL STUDENT in librarianship does not lack for opportunity to pursue an investigation in virtually any field of our discipline." So states J. Periam Danton in a recent article.¹

"Any field?" What are these fields available to the doctoral student in the existing library schools? College and university libraries, public libraries, bibliography, history of books and printing, or libraries as a social institution. Library work with children and young people, bibliographical history, technical processes, and reading and other media of communication. Library resources, organization of material for retrieval and use, personnel and training, historical evolution of libraries and of publications, comparative librarianship. These represent subjects offered by three library schools described by Danton from library school catalogs and correspondence.

The scope of the above list leaves something to be desired. The areas reflect too much the existing stereotypes of library operation. They fail to examine and cultivate the ground on which the library of today stands. They reflect too little demand for scholarly thinking and for new knowledge. Without deeper inquiry into underlying factors and more scholarly research, librarians will remain practitioners, will contribute little to the potentialities of the field and will fail to command the respect of scholarly disciplines.

Danton has presented a thorough study and a clear-cut exposition of the doctoral program in our library schools

Miss Fair, Director emeritus of the New Jersey College for Women Library School, is teaching at the Department of Library Science, University of Kentucky.

showing concisely the history of the program, its character, its products and the obstacles to greater participation in scholarly research in the profession. (It seems clear that "Doctoral study" in this article is synonymous with research and the production of new knowledge.)

One wishes that the author had gone farther and had shown the fundamental need for more research, especially for "pure" or basic research which underlies all practical application of new knowledge, and that he had pointed out the challenging areas and topics which wait to be explored. Retrospect in graduate study in librarianship is not enough.

Alan T. Waterman, director of National Science Foundation, describes this mental activity and its subsequent investigations as follows: "As a continuing search for new knowledge, basic research has certain characteristics which help us to distinguish it from other forms of scientific activity. The search is systematic, but without direction save that which the investigator himself gives it to meet the challenge of the unknown. . . . His work may be contrasted with that of scientists and engineers conducting applied research (laboratory studies concerning the practical use of newly found knowledge) or development, which takes applied research out of the laboratory and translates it into production."²

¹"Doctoral Study in Librarianship in the United States, CRL, XX (1959), 435-453, 458.

²National Science Foundation, *Basic Research, a National Resource* (Washington: Government Printing Office, 1957), p. 1.

There is an apparent lack of recognition by librarians of the rainbow range of types of research, from the basic essential inquiry representing pure or basic research about which nobody asks, "And *what* is it *good* for?" through the additional steps in exploration to find out what it might be "good for," to the subsequent piece of applied technology which is derived from the findings of the pure research and creates a usable product, followed by the research needed to discover how to persuade the public to accept and use the new "invention."

To be sure, considerable so-called research, historical study or experimentation in techniques has been carried on in the library field which has had a practical application, as shown in Danton's article cited above. Other experiments have been carried out by library supply houses which have yielded improved operational procedures, some automation, and even gadgets—all of them "practical." All this is necessary and will continue as long as librarians are operation-minded. But it should be recognized that even this practical operation or gadget is derived from some previous creative thinking.

This spectrum of types of research is implied in Danton's analysis of dissertations for which doctor's degrees have been awarded. And the importance of basic research is recognized when Danton quotes William W. Brickman as saying: "... if the dissertation is to have any value at all there should be an all-out effort to make its contribution to scholarship. The doctoral candidate should demonstrate a high order of ability to prosecute ... an intellectual problem in depth."³

It is evident that the emphasis has been on the "practical" rather than on theory in graduate study in librarianship. We have neglected the deeper understanding of "what happens to people

inside the library."⁴ What can be done to raise the library as an authority on the character and history of society's records and of the reader's utilization of these records? How can we encourage more scholarly research? What can be done to open the doors to more serious investigation on all levels? What areas invite study? What assumptions are we now accepting without second thought? What levels of inquiry are called for in the topics which the field offers?

Some general areas of insufficiently explored conditions may be suggested: reader characteristics and behavior, subject contents of publications, sources of information or materials needed for research; literary style, and distribution of tax money.

Studies of reader behavior should go beyond the Madison Avenue surveys. They might not make any immediate recognizable difference in library operation but on the new knowledge gained it should be possible to design sounder reader service. Possible examples of subjects for study are:

Reader behavior as influenced by nationality, race, or religion.

Analysis of environmental pressures leading to or discouraging reading.

Student reading beyond the textbook in scientific fields *vs.* this type of reading in (a) literature, (b) religion, (c) fine arts, etc.⁵

Reader behavior of college freshmen, sophomores, juniors, and seniors analyzed and interpreted.

Reading in relation to mental health.

Analysis of reader behavior in a culture where reading material is scarce.

The reader-public of paperbacks *vs.* reader behavior toward (a) hard-cover

⁴ "It is what happens to people inside the library that counts and not the yardage of catalog cards. . . . [The library] is a diffusion center for the intellectual energy in the vital life of the mind." Norman Cousins, "The Library in the Modern World," *CRL*, XX (1960), 455.

⁵ This problem is treated in Jacob M. Price, *Reading for Life* (Ann Arbor: University of Michigan Press, 1959), chapters 5-7.

³ Brickman, "Speed-up of the Ph.D. Degree," *School and Society*, LXXXVII (1959), 51-52.

publications, (b) newspapers, (c) magazines.

Subject content of publications has been too little analyzed. We have too little knowledge of the range and levels of subjects treated in publications of various types. This knowledge is fundamental to effective communication. To what extent has the new knowledge of space been given a form consumable by the "general reader"? Is there any difference in the subject content of publications coming from countries of different ideologies? Is there any relation between the discovered distribution of subjects in any given pertinent type of publication and the fields of knowledge of college curricula? To what extent are librarians responsible for coordinating the subject content of the library's collection with the curriculum and pupil requirements of the public education described in James Bryant Conant's report on American high schools,⁶ and what would this involve?

Some intensive studies⁷ are under way to discover much-needed information on materials used for research; but this is only a beginning. Such studies reach into backgrounds and subject fields and arrive at principles even though they may not represent pure theory. They look eventually toward practical application especially in the materials of applied science and technology and are particularly pertinent to current studies of obsolescence in library collections. Without the sound results of studies such as these, without the guidance of discovered fundamentals, present efforts to set standards for elimination of materials from collections must be highly experimental. Possible examples of studies in this area are: The lag in reducing new knowledge to communicable form for

any specified reader-need, e.g. technical reports and scientific articles in foreign languages now being attempted by machines; variations in research needs in different scholarly fields. Case Institute of Technology is interested in content represented by "what chemists and physicists read, and why"⁸ as basic to practical dissemination and use of scientific information. Massachusetts Institute of Technology is trying to determine the merit of items to be circulated measured by demand.⁹ The Operations Research Center¹⁰ of the Institute proposed to analyze and reduce the data and produce "the proper density of functions and cumulative distribution functions" to facilitate the study.

The fourth area of valuable inquiry is a measuring of literary style. While this may at first seem to be the domain of the student in literature, it should also be claimed by librarians as a foundation stone in their organized institution. What are the changes in literary style which reflect change in social and cultural patterns and are in turn reflected in the collections which libraries through generations have offered to readers? A study of symbolism as represented in collections of selected libraries is not without meaning to scholarship. Or, what is the relation of literary style to so-called popularity of publications? This does not imply a measuring of literary study; but it is desirable to know more about the essence of writings in the libraries of the world, to understand how the art infuses our collections.

Funds for the support of libraries and for research in the field will continue to come from tax sources and from foundations. What claim have libraries on such

⁸ Russell Ackoff, ["Information Requirements and Uses"] in National Science Foundation, *Current Research and Development in Scientific Documentation*, No. 6 (Washington: Government Printing Office, 1960), p. 5.

⁹ Philip M. Morse, ["Information Requirements and Uses"] in National Science Foundation, *Current Research and Development in Scientific Documentation*, No. 6, p. 10.

¹⁰ *Ibid.*

⁶ *The American High School Today: A First Report to Interested Citizens* (New York: McGraw-Hill, 1959).

⁷ See for example: Ralph R. Shaw, "The State of the Library Art," *Library Journal*, LXXXV (1960), 1337-1339.

monies? What can be offered to support these claims? How do the bases from such claims compare with those for distribution of tax money to other institutions? How are the responsibilities of the local, state and federal government related in the allotting of tax money to local institutions,—that is, basic political and economic principles of such division of responsibility? What is the basis of "fair share" in such distribution?

These five areas lie in what Lester E. Asheim has called the periphery of the reader and his books within which we work.¹⁰ They draw upon psychology, sociology and economics, to say nothing of literature.¹¹ Scholarly inquiry is also increasingly needed in the area of internal organization of collections of society's records, i.e., in subject analysis, interpretation, classification and in the semantics of selected topic terms. The changes in today's world, like earth tremors, have jolted our old established schemes, outmoded subject headings and rigid notations. Research in this area must go back to theory, to principles, to analysis of existing and expanding knowledge, to a dissection of interrelated subjects and disciplines, and to identification of common elements. Some parts of all these aspects must be studied and the findings set forth before sound schemes of bibliographical control and information retrieval can be devised. Phyllis A. Richmond has presented some of the factors which enter into this study in her soundly analytical article on research in classification.¹² David J. Haykin deplored the fact that "very little of objective experimentation is available on the general approach of the reader to the subject element of the dictionary catalog. . . . Even if the cataloger were to determine conclusively the mental processes of the

reader, he would still have to take account of linguistic problems."¹³

The studies suggested might sometimes seem vague and elusive. They can become "increasingly divorced from deeds," in the words of August Heckscher, director of the Twentieth Century Fund. In the numerous investigations produced in doctoral programs in American universities, some sterile theses have been presented and have rightly been held up to ridicule. Grayson L. Kirk, in attacking the burden of the doctoral program, said: "Few dissertations do produce anything of value to the sum-total of human knowledge."¹⁴ Should pressure for Ph.D.'s in librarianship develop, there is no doubt but that some work will be inconsequential. But sound theory underlies sound practice. And blind alleys must be explored, if only to prove that they lead nowhere. In some unexpected corners the foundation of future solid building will be found.

The obstacles to the pursuit of research mentioned by Danton are all too true: lack of financial support, length of time required to obtain the degree, indifference of the practicing librarian to problems which call for academic exploration, lack of incentive in steps of professional advancement, and little demand for the doctor's degree from the public or special library and even less, he says, from the school library. Also included are lack of time in the demanding schedule of the library and in the call for "more practical training." These obstacles have been accepted and enlarged upon by outstanding librarians in the country, as quoted in the Danton article.

It should be noted that most of these hurdles exist also in other disciplines in which opportunities for doctor's degrees are offered. Doctoral candidates in all departments of knowledge have struggled

¹⁰ Speech at the Annual Conference of the American Library Association in Washington, D. C., June 1959.

¹¹ Asheim, letter to the author, August 12, 1960.

¹² "Some Aspects of Basic Research in Classification," *Library Resources and Technical Services*, IV (1960), 139-149.

¹³ *Subject Headings, a Practical Guide* (Washington, D. C.: Government Printing Office, 1951), p. 4-5.

¹⁴ From address at the University of North Dakota, November, 1958, quoted by Brickman, *loc. cit.*

with penury, discouragement, and delayed awards. Danton says: "... the figure [of doctor's degrees granted in librarianship] is not in unfavorable contrast with those for certain of the other newer professions . . ." ¹⁵ such as forestry, architecture, journalism, meteorology, public administration and social work. In the emerging pattern of institutional organization and management the emphasis on the practical is natural. The conditions inherent in librarianship are described by Jesse H. Shera when he writes: "Of all the forms of education, library professional education is perhaps the most inherently paradoxical, for it is at once important and trivial . . . librarians have focused their attention upon their technology, they have failed to see the deeper meaning of what they do, and hence have been unable to raise their activities to the level of a true profession." ¹⁶ The inescapable routines required to keep the institution running exist side by side with the thesis that the library "is a diffusion center for the intellectual exercises in the vital life of the mind." ¹⁷

The existing graduate library schools of the world are the principal agencies through which scholarly inquiry can be achieved. They have an obligation; indeed their justification lies in their ability to foster such inquiries. That they are victims of the obstacles to pure or basic research mentioned above and that they have had to yield to pressure from

practicing librarians to emphasize the "practical" subjects in doctoral dissertations can be seen from Danton's analysis of dissertation titles and from the listings in *Library Research in Progress*. ¹⁸ Until the profession at large has a better recognition of the importance of research including basic research and until there is greater demand for personnel who have contributed to scholarly inquiry, the emphasis in the studies will be mainly on historical narrative and applied operations. Within the profession there must be sufficient recognition of the importance of study of the history and contents of books, the reader and his compulsion to read, the relation of the library to the dissemination of ideas, the social history of the library as an institution, the classification of knowledge, bibliography as a mirror of cultures and as a servant of research, and the operation of libraries in today's society, before library schools can give intensive encouragement to scholarly research. The demand must come from the profession as part of its claim to scholarship. Only when librarianship can offer a substantial body of sound research on various levels or in various types in the spectrum of serious inquiry can it produce underlying principles on which to develop better practices or add new knowledge by which it will enrich librarianship as an exponent of today's culture and through which it may be viewed as a liberal discipline rather than as a field of applied technology.

¹⁵ *Op. cit.*, p. 438.

¹⁶ "Theory and Technique in Library Education," *Library Journal*, LXXXV (1960), 1736, 1738.

¹⁷ Cousins, *op. cit.*, p. 455.

¹⁸ U. S. Office of Education. Library Services Branch. *Library Research in Progress* (Washington, 1959-).

ACRL Subject Specialists Section

Law and Political Science Subsection Bylaws

Adopted at a meeting of the subsection in Montreal, June 20, 1960.

ARTICLE I. NAME

The name of this organization is the Law and Political Science Subsection of the ACRL Subject Specialists Section.

ARTICLE II. OBJECT

The Subsection represents in the American Library Association specialists in the field of law and political science and librarians working in this subject area. It acts for the ACRL Subject Specialists Section, in cooperation with other professional groups, in regard to those aspects of library service that require special knowledge of law and political science.

ARTICLE III. MEMBERSHIP

Any member of the ACRL Subject Specialists Section may elect membership in this Subsection upon payment of his dues to the American Library Association and any such additional dues as may be required for such membership. Every member has the right to vote. Any personal member is eligible to hold office.

ARTICLE IV. MEETINGS

Ten members constitute a quorum for any meeting of the Subsection.

ARTICLE V. COMMITTEES

The Executive Committee consists of the chairman, the chairman-elect, the immediate-past chairman, the secretary, and one member-at-large. The members of the Executive Committee shall be selected so as to assure approximately equal representation to the areas of law and of political science.

The Executive Committee shall serve as the Program Committee. The chairman may appoint two additional members to the Program Committee from the membership at large for one year.

ARTICLE VI. GENERAL PROVISIONS

Wherever these Bylaws make no specific provisions, the organization of, and procedure in, the Subsection shall correspond to that set forth in the Bylaws of the ACRL Subject Specialists Section.

ARTICLE VII. TEMPORARY PROVISIONS

These Bylaws shall take effect upon the adjournment of the meeting at which they were adopted.

News from the Field

ACQUISITIONS, GIFTS, COLLECTIONS

A COLLECTION OF MORE than two thousand volumes, showing how the New World looked to the early Spanish and Portuguese explorers, has been given to the University of Chicago by Carter H. Harrison, Chicago attorney and life-long student of American history.

THE UNIVERSITY OF LOUISVILLE Medical Library has received a Charles Caldwell Collection from Dr. Emmet F. Horine, historian of medicine in the Ohio Valley. The collection, gathered over a period of forty years, is accompanied by a bio-bibliographical study written by Dr. Horine: *Biographical Sketch and Guide to the Writings of Charles Caldwell, M. D. (1772-1853)*. (Brooks, Kentucky, High Acres Press, 1960, 155 p.).

YALE UNIVERSITY LIBRARY has been given 450 volumes of the late Bruce Rogers, regarded the foremost book designer of the 20th century. The donor is Dr. Harold M. Marvin of New Haven, for many years Mr. Rogers' personal physician and close friend. Most of the books are personally inscribed by the designer. Included are two rare volumes of the Rogers' Oxford Lectern Bible, measuring 13 by 18 inches and weighing 16 pounds each. By contrast there is a 2-inch volume of "The Book of Ruth," printed on a long strip of paper and mounted on two small wooden rollers with projecting ends. By twisting the handles, the scroll can be turned in either direction.

A SET OF THE FIRST four Folios of Shakespeare's plays has been presented to the St. Andrews University, London, by the Folger Library of Washington, D. C. The presentation has been made on permanent loan as a symbol of the desire of the Folger Library to extend the benefits of literary scholarship throughout the world.

BUILDINGS

CONSTRUCTION has begun on an addition to the library of the University of California at Santa Barbara. It will increase the book space to accommodate 262,000 volumes and

it will double the seating capacity. An outstanding feature will be a new study hall which can remain open when the rest of the library is closed.

LIBRARIES of three off-campus centers of the University of Kentucky recently moved into their own quarters in new buildings. They are located in Covington, Cumberland, and Henderson. A fourth center library is at Ashland.

CONSTRUCTION HAS BEGUN on an extension to the Technical Library at Northwestern University. Book capacity will be increased from 60,000 volumes to 110,000; study carrels, a microfilm and typing room, and a seminar room will be added. The estimated cost of \$250,000 will include air conditioning for the new area.

THE UNIVERSITY of Notre Dame has announced plans for a 13-story library building to house 2,000,000 volumes, replacing the present one having a capacity of only 400,000 books. It will be erected next year and will be named the Memorial Library. One of the special features will be a central tower to be devoted principally to specialized university research units. Included in the plans for the building are an auditorium, archives, the Mediaeval Institute, the Jacques Maritain Center, committee offices, special collections, an audio-visual department, and headquarters for the Notre Dame Library Association.

TRANSYLVANIA COLLEGE has opened the Farris Rare Book Room, named in honor of Mr. and Mrs. H. Bennett Farris, Richmond, Kentucky, whose gift made possible the furnishings. Among the collections it will house are early sports books and prints, the Horace Holley collection, and letters written by Jefferson Davis during his imprisonment at Fort Monroe, Virginia, in 1865 and 1866. The room is fireproof and has been designed to provide constant temperature and humidity control for preservation of the collections.

MEETINGS

THE THEME of the 25th annual conference of the Graduate Library School of the University of Chicago in August was "Persistent Issues in American Librarianship." Ralph T. Esterquest, librarian of Harvard Medical School Library, spoke on "Co-operation in Library Service." He suggested that we ask if our present cooperative efforts are constructive, retrogressive or just a habit. Frederick H. Wagman, director of libraries, University of Michigan, in his talk on "Library Requirements of the Modern College," stated that future education would be fraudulent unless adequate libraries are established for college programs at the time the programs are organized. Bernard R. Berelson, director of the Bureau of Applied Social Research, Columbia University, entertainingly summarized his forthcoming publication on graduate education in the United States. His topic was "Implications of Graduate Teaching and Research." Eugene H. Wilson, vice-president and dean of faculties, University of Colorado, reviewed the subject. "The Preparation and Use of the Professional Staff." Mr. Wilson believes that the present five-year program is unrealistic in attempting to satisfy the demand for librarians; his proposal of a four-year program with fifteen to eighteen hours of library science stimulated lively discussion.

TEN YEARS of development in microreproduction and data processing will be observed next April in Chicago when the National Microfilm Association holds its tenth annual meeting and convention at the Sherman Hotel. Newest microreproduction equipment, including modern cameras, processing machines, and reading equipment will be among the technical items exhibited. This convention, like its predecessors, will provide the best opportunity for representatives of industry, government, and the library and academic fields to see at first-hand the rapidly developing techniques in the data processing field. Attendance is open to everyone interested in these developments. Details on registration may be obtained from Vernon D. Tate, executive secretary, P. O. Box 386, Annapolis, Md.

PUBLICATIONS

A Guide to U. S. Indexing and Abstract-

ing Services in Science and Technology is meant to aid in searching scientific and technological literature, and to stimulate coordination and improvement of coverage by producers of bibliographic services. Of the 492 listed titles, 393 are regarded as abstracting and 99 as indexing services. Prepared by the Library of Congress for the National Federation of Science Abstracting and Indexing Services under a grant from the National Science Foundation, this guide of 79 pages may be obtained from the federation at 301 East Capitol Street, Washington 3, D. C. The price is \$2.00.

LARGE RESEARCH LIBRARIES will profit from a new program of reviews designed to evaluate expensive micro-publication projects. Scholars in appropriate subject fields will write the reviews. Comment will be made concerning the usefulness of the microform, the organization of the material reproduced, and the bibliographic controls provided. When desirable, photographic technicians and librarians will be asked to write supplemental reviews concerning questions of optical quality, adequacy of cataloging, etc. All producers of scholarly micropublished material will be solicited in an effort to obtain review copies of new projects. These reviews will be published in *Library Resources and Technical Services*. Dr. Gustave A. Harrer, assistant director of the Stanford University Library, is the coordinator.

STANDARDS for indexes to learned and scientific periodicals are concisely enumerated in a leaflet, obtainable from the Honorary Editor, *The Indexer*, 120 Grasmere Avenue, Wembley, Middlesex, England. Approved by the Council of the Society of Indexers, the standards outline minimum requirements for adequate indexes so vital to librarians and research workers.

A PUBLICATION SERVICE for masters theses similar to that available for doctoral dissertations is being proposed by University Microfilms at the request of the National Science Foundation and the Association of Research Libraries. Brief printed abstracts in journal form, and complete theses as positive microfilm or as xerographic enlargements in book form, would be published. The journal would be known as *Masters Abstracts*.

DUE FOR PUBLICATION this fall are the scientific reports of the World War II Office of Scientific Research and Development now being declassified to be made available through the Library of Congress. Approximately 30,000 reports in the collection have been processed and organized for use as library materials.

AN EXPERIMENTAL COPY of *Chemical Titles* designed to increase awareness of new chemical research has been published by the American Chemical Society. It contains keyword indexes (general and biochemical), bibliography, author index and list of periodicals. Starting in January 1961, *Chemical Titles* will be issued twice a month with 3,000 titles surveyed in each issue. It will cover 575 journals. Subscription rates for colleges and universities are \$50 each for the 1st to 10th subscriptions, \$45 each for the 11th to 25th, and \$30 for all succeeding ones. Orders may be sent to the society at 1155 16th Street, Northwest, Washington 6, D. C.

THE INAUGURAL EDITION of *Index Chemicus*, volume 1, number 1, published by the Institute for Scientific Information, Philadelphia, will be useful to the research scientist interested in new chemical compounds. It indexes new compounds within thirty days after their first mention in the journals, thereby overcoming the time lag of conventional indexing and abstracting services. *Index Chemicus* consists of three basic sections: a register of new compounds, a molecular formula index, and an author index. It will be issued monthly.

A BIBLIOGRAPHIC SERVICE entitled *Current Legal Bibliography* has been announced by the Harvard Law School Library. Nine issues will appear monthly during the academic year. Each will include a comprehensive listing of monographs, substantial journal articles, and the contents of collected works of all types that have been currently received by the library. The monthly service will become a supplement to bound annual volumes to be published under the title of *Annual Legal Bibliography*. These volumes, the first of which is to appear in the fall of 1961, will combine the total 4,000 entries of *Current Legal Bibliography* with approximately 6,000 additional references to books and articles not included in the separate is-

sues. Subscription for the monthly service is \$3.00 a year; the annual volume will be \$14.00. Both services are available for \$15.00.

Historical Statistics of the United States, Colonial Times to 1957, prepared by the Bureau of the Census, with the cooperation of the Social Science Research Council, is obtainable from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., (\$6.00, 801 pages).

Documentation, Indexing, and Retrieval of Scientific Information describes activities of Federal agencies and non-government groups in that field. The 283-page report, known as Senate Document No. 113, 86th Congress, 2d Session, was prepared by the staff of the Committee on Government Operations, United States Senate. It is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. at 70 cents.

Legal Protection of Literature, Art and Music by Stanley Rothenberg (New York: Clark Boardman Company, Ltd., 380 p., \$10) is written for those who wish to promote and protect creative endeavor. It is of interest to librarians because of its information on domestic and foreign copyright protection, and references to research sources.

SEVEN Russian research journals in biology are being translated and published by the American Institute of Biological Sciences. In addition, the institute is translating and publishing selected Russian monographs in biology. Details about these publications may be obtained from the institute at 2000 P Street, Northwest, Washington 6, D. C.

MEDIAN SALARIES of head librarians in colleges and universities rank third among thirteen types of administrative officers in the percentage of increase in the 2-year period ending in 1960. Dean's salaries increased 27.5% (\$8,411 to \$10,723), vice-presidents, 17.8% (\$12,013 to \$14,154), and head librarians, 15.4% (\$6,134 to \$7,078). Registrars, with only 5.1% increase (\$6,032 to \$6,340), were lowest on the list in percentage of salary increase. These findings were published as Higher Education Series Research Report 1960-R3, *Salaries Paid and Salary Practices in Universities, Colleges, and Junior*

Colleges, 1959-60, by National Education Association, 1201 Sixteenth Street, Northwest, Washington 6, D. C. The price is \$1.00.

Erasmus, an international three-language review journal, while not new, has a growing number of readers in the United States. Started by a Dutch student of medieval civilization as an instrument to analyze the best products of contemporary scholarship in humanistic areas, it demonstrates to scholars all over the world the value of thorough reviewing. During the first twelve years of its existence, it has dealt with 327 American publications in full-length reviews, while hundreds of additional titles have been listed in its bibliographies. So far, 156 American scholars have contributed reviews to *Erasmus*, published by Eduard Roether, Darmstadt, Germany.

"New Dimensions in Higher Education," is the general title of a series of studies being done by Office of Education, Department of Health, Education, and Welfare, Washington, D. C. Each publication deals with a particular educational problem facing the Nation's colleges and universities. Five of the series have been completed.

Independent Study, by Winslow R. Hatch and Ann Bennet, (36 p., 25¢), concerns itself with implications for increasing educational effectiveness through independent study. Experimentation suggests that greater reliance can be placed on well-planned independent study throughout the college years for average as well as superior students. Such programs have implications for library service and will command the attention of librarians.

THE ALA OFFICE FOR ADULT EDUCATION has prepared a four-page circular for the 1961 White House Conference on Aging, suggesting ways for all types of libraries to contribute to the welfare of the nation through their special services. Single copies have been distributed to many libraries. Additional copies may be obtained from the Special Staff on Aging, U. S. Department of Health, Education and Welfare, Washington 25, D. C.

Effectiveness in Teaching, by Winslow R.

Hatch and Ann Bennet (28 p., 20¢), deals with recent research on teaching effectiveness and bears upon the critical problem of faculty utilization. New research suggests that the critical factor is not so much class size but rather the nature of the teaching that effects learning, and that problem-oriented approaches to learning are effective.

The Experimental College, by Winslow R. Hatch (13 p., 15¢), extends the first and second of this series of studies by reporting the extent to which experimental colleges and programs make use of independent study and new approaches to teaching and learning. In addition it concerns itself with some of the implications in these new developments for the administration of institutions of higher learning.

Impact of College by Mervin B. Freedman (27 p., 15¢) gives an account of the more prominent research studies on the effect of college experience on the student. The findings are of value in making changes in college procedures.

Management of Learning by E. D. Duryea (37 p., 20¢), discusses principal areas of concern in academic administration. The report calls attention to the newer ideas in college and university administration and provides further impetus to the development of this field.

These publications may be purchased from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

IF YOU are interested in oriental studies and libraries of the Near East, you will want to see a copy of *Library World*, the first library periodical in Arabic, now in its second volume. Covering all aspects of library service, the articles are abstracted in English, and each issue contains at least one major article in English. *Library World* is edited by Habib Salama, P. O. Box 1509, Cairo, United Arab Republic.

THE 1960-61 *Public Relations Register*, official membership roster of the Public Relations Society of America, lists over 3,300 qualified men and women who are actively engaged in public relations work for business and industry, counseling firms, welfare organizations, governmental agencies, and

educational institutions. It may be ordered from the Society at 375 Park Avenue, New York 22, N. Y., at \$35 a copy. A special discount is extended to libraries.

A BIBLIOGRAPHY of manuscripts and documents entitled *Presidents and Near Presidents [of the United States]* has been issued by the University of Kentucky as Library Bulletin Number XX. A few fascimilies are included in the 14-page pamphlet, prepared as a catalog of an exhibit at the university during the summer.

"Creating Personnel Policies to Attract and Retain Librarians" is the topic of a paper by Morris A. Gelfand, librarian at Queens College, Flushing, New York, in the July 1960 issue of *The Educational Record*. The article reviews the steps that have been taken in the attainment of academic status by librarians.

BASIC BOOKS, New York, has issued *Error and Deception in Science; Essays on Biological Aspects of Life*, by Jean Rostand, in a translation from the French by A. J. Pomerans (196 p., \$4.00).

Paperbound Books in Print, issued in its summer, 1960, edition, contains 9,200 titles. Particularly noteworthy is the inclusion of many original titles published only in paperback. (R. R. Bowker, \$2.00 per copy, or \$6.00 for four quarterly issues).

ALBERT COOK is the author of *The Meaning of Fiction* (Detroit, Wayne State University Press, 1960, 317 p., \$5.00). Professor Cook, of Western Reserve University, discusses novels and novelists in his effort to describe the nature of fiction.

J. NORMAN HEARD's *Bookman's Guide to Americana* has been issued in its second edition by the Scarecrow Press, New York (1960, 407 p., \$9.50). The volume contains quotations on fiction, poetry, drama and literary essays as well as factual Americana.

Tactics of Scientific Research: Evaluating Experimental Data in Psychology, by Murray Sidman, has been published by Basic Books (New York, 1960, 428 p., \$7.50). Among the topics treated by the author are the relation of the behavior of the scientist to the course and results of his investigations and

the themes of replication, variability, and experimental design.

Library Display, by Stephanie Borgwardt (Johannesburg, Witwatersrand University Press, 1960, 190 p., £2) is an illustrated volume on how to make the library "a source of inspiration and delight." American librarians may find some unusual suggestions for exhibits and displays in this work from South Africa.

PAUL WASSERMAN, librarian and associate professor of the Graduate School of Business and Public Administration, Cornell University, is the author of *Toward a Methodology for the Formulation of Objectives in Public Libraries: An Empirical Analysis* (Ph.D. dissertation, University of Michigan, 1960, 200 p.). The study is concerned with the theory and philosophy of measurement and evaluation as applied to problems in three different public libraries in New York State.

DR. LOUIS R. WILSON, dean emeritus of the Graduate Library School of the University of Chicago and formerly librarian at the University of North Carolina, is the author of *Harry Woodburn Chase*, who was president of the universities of North Carolina and Illinois, and New York University (Chapel Hill, 1960, 55 p., \$2.00). This is an interesting story of the activities of a university president in higher education; it is also a document that shows, in brief form, the progress and direction of higher education in the twentieth century.

Twenty-five Cases in Executive-Trustee Relationships in Public Libraries, by Kenneth R. Shaffer, director of the School of Library Science, Simmons College, is a new publication of the Shoestring Press (Hamden, Conn., 1960, 187 p., \$4.50). This is the second volume in a series of case studies being prepared by Mr. Shaffer. Library surveys, replacement of a director, budget cuts, mechanical equipment, arrest of a library patron, controversial novels, reader interest classification, choice of a librarian, trustees and the city government, dismissal of a librarian, a promised bequest, missing fine money, and inclusion in a civil service system are among the topics included.

VOLUME III of Eleanor A. Baer's *Titles in Series: A Handbook for Librarians and Students* is available from the Scarecrow Press,

New York (1960, pp. 1169-1627, \$11.00). This is a valuable source of information, and has been used by some librarians instead of preparing analyticals for catalogs.

EUGENE P. WILLING and Herta Hatzfeld have issued the Second Series, Part Two, "Wisconsin," of their *Catholic Serials of the Nineteenth Century in the United States: A Descriptive Bibliography and Union List* (Washington, Catholic University of America Press, 125 p., \$2.95).

JOHN L. ANDRIOT is the compiler of *Guide to Popular U. S. Government Publications* (Arlington, Va., Documents Index, Box 453, 1960, 125 p. \$7.50). Periodicals, serials, maps, and some visual aids are included.

The Sixty College Study . . . A Second Look is a comparison of financial operating data for 1957-1958 with *A Study of Income and Expenditures in Sixty Colleges, 1953-1954*. The survey by the National Federation Consulting Service under the direction of the National Federation of College and University Business Officers Associations has been financed by a grant from the Fund for the Advancement of Education. The report, printed by Columbia University Press, is available from the National Federation Consulting Service, 343 South Dearborn St., Chicago 4, at \$7.50 a copy.

MISCELLANEOUS

SERVICE TO BLIND readers will be expanded when volunteer readers make tape-recordings for the Division for the Blind, Library of Congress. Volunteers will be enlisted from the membership of the Zeta Phi Eta, a national professional speech fraternity for women. These recordings will supplement the regular talking books on disks done by professional readers and manufactured in quantity for the library. Details are obtainable from the Information and Publications Office of the Library of Congress.

SALARIES of academic librarians at the University of California at Berkeley have increased considerably since 1946. In that year the initial salary for the Librarian I position ranged from \$2400 to \$2880; today it is \$4980 to \$6060. The Librarian IV position which paid \$4800 to \$5400 in 1946 now pays \$8520 to \$10,344. Salaries for Librarian II

and III have increased comparably. These figures exemplify the upward trend of academic library salaries.

THE SCHOOL OF LIBRARY SERVICE of the University of California at Los Angeles has announced establishment of the Zeitlin and Ver Brugge Lectures in Bibliography. Each year there will be a lecture by a distinguished scholar in the field of bibliography. A generous gift from Josephine and Jacob Zeitlin has made it possible to support the lectureship for a five-year period.

THE RUTGERS UNIVERSITY Graduate School of Library Service announces the availability of a new partial-tuition scholarship to be known as the Lowell A. Martin Scholarship. Applications should be addressed to the Dean, Graduate School of Library Service, Rutgers University, New Brunswick, N.J.

THE LIBRARY OF STANFORD UNIVERSITY opened a special exhibit of its Bernard DeVoto papers with a program including Catherine Drinker Bowen, Edith Mirrieles, Arthur M. Schlesinger, Jr., and Wallace Stegner. The DeVoto papers were purchased, together with Bernard DeVoto's personal library, in 1956 from his estate. A gift from Mr. and Mrs. Edward H. Heller of Atherton, California, and a donation from the William Robertson Coe Fund made the purchase possible. The papers, which number over forty thousand items, have been arranged and cataloged and are open to the public.

DeVoto's interest in and wide knowledge of various important fields relating to American life and letters in the nineteenth and twentieth centuries—including history, education, literary criticism, conservation of natural resources, politics, the Mormon Church, the American West before the Civil War, free speech, the Bread Loaf Writers' Conferences, and publishing—form the basis of a voluminous correspondence. Correspondents include Mrs. Bowen, Schlesinger, Robert Frost, Alfred Knopf, Russell Lynes, J. Frank Dobie, John Ciardi, Allan Nevins, Crane Brinton, Van Wyck Brooks, Lyndon Johnson, H. L. Mencken, Henry Nash Smith, and many others.

Personnel

IN GUSTAVE AUGUSTUS HARRER, Boston University has selected as its next director of libraries an energetic young man of intel-

ligence and curiosity. These characteristics, combined with a very fine educational and personal background, an affinity for hard work, and the humanistic approach to librarianship, have taken Gus a long way in a short time.



Gustave A. Harrer

He came to the University of Tennessee in 1954 after

finishing his formal library training at Illinois, having previously acquired the A.B., A.M., and Ph.D. degrees from the University of North Carolina. His library experience consisted of student assistant and nonprofessional work at North Carolina and Illinois. As assistant order librarian at Tennessee (later associate order librarian), he was invaluable to us with his knowledge of languages, his facility with faculty contacts, and his ready acceptance of increasing responsibility. His work was more than merely satisfactory; he did a really fine job, and I know the people at Stanford, where he went in the spring of 1957 as chief acquisition librarian and stayed to become assistant director for central services, found this to be true during his tenure there.

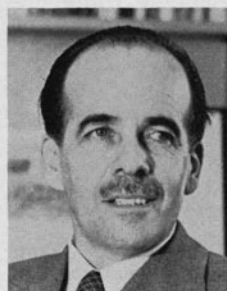
Being highly conscious of his responsibility to the profession, Gus entered into regional and local library activities with his usual zeal. He did important committee work for the Southeastern and Tennessee library associations, taking on such demanding and thankless jobs as local arrangements, editing, and similar assignments which require energy, an analytical frame of mind, endurance, and equanimity, all of which Gus possesses in abundance.

With Alex Ladenson of the Chicago Public Library, he is now investigating the prac-

ticability of the use of code numbers in book order work. This study, sponsored by ALA under a grant from the Council on Library Resources, is the type of project the timorous, the lazy, or the hidebound give up on before they start, seeing it as guarded around by insurmountable odds. But Gus, being neither timorous, nor lazy, nor hidebound, loves to get his teeth into such a problem. If it can be done, he can work out a way to do it; if it can't be done, he will tell us why.

Boston University is to be congratulated on its new director of libraries. The faculty and staff will find him receptive, friendly, and stimulating, supplementing his preoccupation with running a good library with his genuine interest in community and university life—*William H. Jesse.*

The belief that outstanding teaching can be expected only from persons who have been seasoned in library work has often been expressed by LAWRENCE CLARK POWELL. Now that the full faculty of the UCLA School of Library Service has been announced it is of interest to observe how this belief has been carried out.



Lawrence C. Powell



Andrew H. Horn

ANDREW H. HORN has been appointed assistant dean and associate professor. For seven years Dr. Horn was on the UCLA Library staff serving in turn as head of the department of special collections, assistant librarian, associate librarian and acting librarian. He was university librarian at North Carolina for three years and college li-



Barbara Boyd



Mrs. T. P. Keatinge



Mrs. F. C. Sayers



Seymour Lubetzky

brarian at Occidental College for two years. His teaching responsibility will include bibliography, reference and documentation, and the library history segment of the introduction to library service, which will be taught jointly by the staff.

In the First Annual Report of the School of Library Service, for the year 1959-1960, Powell takes special note of Horn's achievements in readying the School for its opening this fall. "We shall open for instruction, as scheduled, on September 19, 1960, thanks to the extraordinary devotion, intelligence, and energy of a single man—Andrew H. Horn. Returning to the campus of his alma mater at an initial sacrifice, Dr. Horn cheerfully accepted his responsibility; and I cannot open this report without rendering him my heartfelt thanks. The School will be forever in his debt for what he did for it in this pioneer year."

BARBARA BOYD, lecturer in public library work (city, county, regional, federal), will bring to her assignment twenty years of experience in county and state library work on the Pacific coast. Miss Boyd holds the degree of Master of Public Administration.

MRS. TATIANA P. KEATINGE will serve as lecturer in library service. For more than twenty years Mrs. Keatinge has worked in public, university and school libraries, and she has taught school library administration at the University of Arizona.

MRS. FRANCES CLARKE SAYERS will assume responsibility for teaching children's library service. Since her retirement from the headship of children's work in the New York Public Library in 1953, Mrs. Sayers has taught children's literature in the UCLA English department.

SEYMOUR LUBETZKY as professor of library service will bring to the teaching of cataloging and classification more than twenty-five years of experience. For the past seventeen years, Mr. Lubetzky has been at the Library of Congress where he has achieved an international reputation for his work on revision of cataloging rules.

With his appointment as Dean of the Library School and professor of library services, Lawrence Clark Powell announced his retirement as university librarian, bringing to a close the leadership of seventeen years which took the UCLA Library through a dynamic period of growth and expansion.

On September 1, ROBERT EDMOND BOOTH joined the faculty of the department of library education of the College of Education,

Wayne State University as associate professor of library education. He received his A.B. from Wayne in 1941, his B.S. in L.S. from the School of Library Service, Columbia, in 1942, and his M.S. in L. S. from the University of Michigan in 1943.



Robert E. Booth

From 1944 to 1946 he was editor and bibliographer at University Microfilms, Ann Arbor. In 1946 and 1947 he served as reference librarian in the Peabody Institute Library, Baltimore, Maryland, and from 1947 to 1956 he was associate librarian at M.I.T., Cambridge. He has also served as library building and management

consultant to a number of libraries. In 1956 he was appointed to the faculty of the School of Library Science, Western Reserve University, where his time was divided between research in the Center for Documentation and Communication Research, and teaching courses in library administration, academic libraries, library building, and microrecording. In 1960 he received his Ph.D. from Western Reserve.

He is married to the former Ada Margaret Pfohl. The Booths have two daughters, Ellen, 14 and Meg, 11.

We at Western Reserve are delighted with the new opportunities that Wayne will bring to Bob, but he leaves a vacancy here that will be hard to fill. Not only has he brought to his instructional and research duties a rich background of experience and a sound professional knowledge, but also he has been particularly effective in working with and advising students and aiding in the recruitment program of the school. We regret more than we can say his departure from the Western Reserve community, but we have known all along that his promotion to positions of greater responsibility and scope was inevitable, and we are happy that we could have him with us for this brief period of four years. We predict for him a real future of accomplishment in education for librarianship. Certainly the profession needs more people with his capabilities, and we are proud to be able to include him among the alumni of Western Reserve—Jesse H. Shera.

FRANK J. ANDERSON has resigned as director of the General Dynamics Corporation Submarine Library, Groton, Conn., in order to return to Kansas Wesleyan University, Salina, as librarian. He is a graduate of Indiana and Syracuse universities. After receiving his M.A.L.S. from Syracuse in 1951, he was on active duty with the Navy aboard the submarine *USS Tusk*. He became librarian at Kansas Wesleyan in 1952, and director of the Submarine Library in 1957. He was director-at-large of the Connecticut Valley chapter of the Special Libraries Association, and editor of its bulletin. He is a past secretary of the Connecticut Cartofiles and was first secretary of the Groton Toastmasters. He is now finishing his third term as national historian of the U. S. Submarine Veterans of World War II. Mr. Anderson is

married and the father of a six-year old daughter.

JAMES VAN LUIK has been appointed librarian of Robert College, Istanbul, Turkey, and assumed duties in September. For the



James Van Luik

last year he has been an associate in library service in science literature at Columbia University. Prior to that he had been a research assistant at Columbia, working in the areas of technical services and audio-visual materials.

Van Luik took his bachelor's degree from Hillsdale College after spending two years in Columbia College. He also studied at the Universities of Arizona and California, taking graduate work in biochemistry. On an exchange fellowship, he received his Master's degree at the University of Paris in the field of biochemistry. In 1954 he returned to Columbia University where he received his Master's degree from the School of Library Service in 1955. While a candidate for the degree, he was also an assistant in the Columbia Chemistry Library with responsibility for organizing the Atomic Energy Commission documents and reviser in the School of Library Service. From Columbia, van Luik went to Purdue University as librarian of the Chemistry Library. He was also assistant professor of chemical, and chemical and metallurgical engineering literature at Purdue.

After two years at Purdue he returned to Columbia to study for his doctoral degree. In July 1960 he completed his work for the program and is now revising his dissertation in the history of chemical bibliography, which has been provisionally accepted. He was a member of the faculty of Emory University Library School during the summer of 1959.

Van Luik brings considerable energy to his position in Turkey, and he should make a substantial contribution to the rehabilitation and future development of the collection in science and technology in the library of Robert College.—M.F.T.

Appointments

JOHN C. ABBOTT, formerly librarian, Trinity University, San Antonio, Texas, is now librarian of the southwestern campuses of Southern Illinois University, Carbondale.

KENNETH ALLEN, formerly chief of acquisitions, University of Washington Library, has been named associate director of libraries. He is graduate of the University's School of Librarianship and has a wide range of administrative experience. He will act as administrative assistant to the director with special responsibility for budgetary management.

ALICE APPELL, formerly assistant acquisitions librarian, University of Illinois, Urbana, is now on the staff of the Public Library of Long Beach, Calif.

J. R. ASHTON is now associate director of libraries and general consultant in the libraries in Rio Piedras, San Juan, and Mayaguez, of the University of Puerto Rico.

JOHN G. ASTHON is assistant librarian, Temple University Dental-Pharmacy Library, Philadelphia.

TEKLA BEKKEDAL is children's librarian and instructor of library science, Bemidji (Minnesota) State College.

RAYMOND BOHLING, formerly assistant director of libraries for science and technology, University of Nebraska, is now supervisor of departmental libraries, University of Minnesota, Minn.

JEAN L. CAMERON, formerly with the Newark Public Library, is now librarian for Congoleum-Nairn, Inc., Kearny, N. J.

WILLIAM J. CHALKER, formerly head librarian, State University of New York, Fredonia, is now acquisitions librarian, Jacksonville (Florida) University.

RHODA-GLENN COLLINS is assistant reference librarian, the University of South Florida, Tampa.

MARTHA COVEY, formerly a reference assistant, University of Florida Library, is now a senior reference librarian, The University of South Florida, Tampa.

RICHARD A. DAVIS, formerly librarian of the laboratories for applied sciences, University of Chicago, is now assistant professor of library science, Drexel Institute of Technology, Philadelphia.

DONALD D. DENNIS, formerly in the documents department, Free Library of Philadelphia, is now serials, library science and special collections librarian, and instructor in library science, Drexel Institute of Technology, Philadelphia.

DONALD H. DOUGHERTY, formerly chief, circulation branch, Air University Library, Maxwell A.F.B., Alabama, is now a senior reference librarian, the University of South Florida, Tampa.

HAL DRAFER is a member of the acquisitions department, University of California Library, Berkeley.

MRS. ANNE S. FLANNERY, after an absence of three years, has returned as assistant librarian, technical processes, Lehigh University, Bethlehem, Pa.

MARY E. GALBRAITH is head circulation librarian, Montana State College, Bozeman.

EDWIN BLACK GEORGE, formerly director of economics at Dun & Bradstreet, Inc., is now chief of the economics division, legislative reference service, Library of Congress.

HAROLD GORDON, formerly in charge of the circulation department, Columbia University Library, is now head of the circulation department, Wilbur Cross Library, University of Connecticut, Storrs.

MRS. MARIAN GREENE, formerly assistant cataloger, University of Rhode Island, is now reference librarian and part-time staff member in the education-psychology section, University of Oregon, Eugene.

MARGARET E. GREENWALD, formerly a special librarian for Chipman Chemical Co., Inc., Bound Brook, N. J., is now science librarian of Idaho State College Library, Pocatello.

DALE C. GRESSETH, formerly periodicals order librarian, Long Beach State College,

Long Beach, Calif., is now order librarian of Idaho State College Library, Pocatello.

JUDITH M. HARRISON, Fulbright exchange librarian from Australia, has joined the staff of the University of Oregon Library, Eugene, as a reference librarian.

EDWARD G. HOLLMAN, formerly a cataloger at the University of Missouri Library, is now senior social science librarian, University of Oregon, Eugene.

MRS. EVELYN RIVERS HUMPHREY, formerly in the reference department, University of Southern California, is now a catalog librarian, University of Oregon, Eugene.

SALLY JANE HUTTON is reference librarian in the main reading room of the Carol M. Newman Library, Virginia Polytechnic Institute, Blacksburg.

LUCILLE JANS is a member of the loan department, University of California Library, Berkeley.

LESTER S. JAYSON, formerly chief of the torts section in the civil division of the Department of Justice, is now senior specialist in American public law and chief of the American law division, legislative reference service, Library of Congress.

LEONARD R. JOHNSON, formerly acquisition librarian, Wesleyan University, is now assistant librarian in charge of technical services, State University College of Education, New Paltz, N. Y. During the absence of the librarian in 1960-61, he will serve as acting librarian.

TED KNEEBONE, formerly assistant librarian, Northern State Teachers College, Aberdeen, South Dakota, is now head librarian, Nebraska Wesleyan University, Lincoln.

ROBERT P. LANG, librarian, State University College of Education, New Paltz, N. Y., will be on sabbatical leave during the 1960-61 academic year to serve as Fulbright lecturer in library science at the University of the Punjab, Lahore, Pakistan.

JOHN LAUCUS, formerly selection officer, Baker Library, Harvard University, is now librarian, Busines and Economics Library, Boston University.

MRS. KATHRYN DIBBENS LEWIS, formerly

assistant acquisitions librarian, University of Oklahoma, is now bibliographer, Fondren Library, Southern Methodist University, Dallas.

LILY CHAI-SHOW LI is assistant librarian, St. John's University, Jamaica, N. Y.

ADELAIDE B. LOCKHART, formerly management research assistant, Yale University Library, is now assistant librarian, Dartmouth College, Hanover, N. H.

VIRGIL MASSMAN is reference-curriculum librarian, Bemidji (Minnesota) State College.

ANTONIO MATOS is now librarian in charge of the graduate collection in the general library at the University of Puerto Rico, Rio Piedras.

ROBERT MAUTNER, formerly at Los Angeles State College Library, is now head, science and technology reference department, Sacramento State College Library.

MARGARET MILLER, formerly general reference librarian, University of California, Davis, is now head of the education and psychology reference department, Sacramento State College Library.

PETRO MIRCHUK is library assistant, University of Delaware, Newark.

BEATRICE MONTGOMERY, formerly head of the catalog department, Georgia State College, Atlanta, is now head of the catalog department, Los Angeles County Law Library.

WILLIAM HOWARD NACE is assistant reference librarian, Sullivan Library, Temple University, Philadelphia.

MRS. TRUDI M. NELSON, formerly a cataloger, Syracuse University, is now a cataloger, University of Oregon, Eugene.

RICHARD LEONARD O'KEEFFE has been appointed assistant librarian and science librarian, Rice University, Houston, Tex.

GUIDO PALANDRI, formerly a cataloger, Wayne State University Library, is now a cataloger, University of Oregon Library, Eugene.

ELIZABETH PEELER, formerly head of the catalog department, University of Miami,

Coral Gables, Florida, is now instructor in cataloging and head of the catalog department, University College, Ibadan, Nigeria.

MRS. IONE F. PIERRON, formerly senior social science librarian, University of Oregon, Eugene, is now assistant professor in the department of librarianship, University of Oregon School of Education.

ELSPETH POPE is public service librarian in charge of reference, cataloging and the public stacks, University of Puget Sound, Tacoma, Wash.

DOLORES ANN PRITCHARD has been appointed librarian in the reference department, University of California, Santa Barbara.

SABRON REYNOLDS, formerly reference librarian, University of Illinois, is now reference librarian, Oberlin College, Ohio.

GEORGEANNA MARY RILEY is assistant cataloger, Villanova University, Pa.

ROBERT ROYCE, formerly acquisitions librarian of the University of Idaho Library, is now assistant librarian of the Inter American University Library, San German, Puerto Rico.

THEODORE RYDER is assistant circulation librarian, Cornell University, Ithaca, N. Y.

ELIZAJANE K. SCHAEFFER is assistant reference librarian, Lehigh University, Bethlehem, Pa.

OSCAR SEIN is cataloger, Lehigh University, Bethlehem, Pa.

MRS. VIOLET E. SHUE, formerly assistant librarian for public service and head of the reference department, University of California, Santa Barbara, is now working part

time in the Hoover War Library, Stanford University.

GLENN B. SKILLIN has been appointed reference and circulation librarian of the Edward Clark Library, Bennington College, Bennington, Vt.

EDITH P. STICKNEY, formerly librarian of Midland College Library, Fremont, Nebraska, is now social science librarian of Idaho State College Library, Pocatello.

ELEANOR SYMONS is assistant head of the preparations department, University of Kansas, Lawrence.

ROBERT TAKAGI is a member of the staff of the Paleontology Library, University of California, Berkeley.

W. DESMOND TAYLOR is reference and cataloging assistant, University of Puget Sound, Tacoma, Wash.

PANSY H. WASHINGTON, formerly administrator, Army Library Service, is now assistant cataloger of Idaho State College Library, Pocatello.

MRS. EDITH FRENCH WATERMAN, formerly assistant librarian, is now head librarian at Montgomery Junior College, Takoma Park, Md.

ANNA L. WEAVER, formerly social science reading room librarian, University of Florida, is now head of the reference department, University of South Florida, Tampa.

SAM G. WHITTEN, formerly coordinator of branches, Dallas Public Library, is now science librarian, Southern Methodist University, Dallas.

LEE H. WILLIAMS, JR. is now head of technical services in the general library of the University of Puerto Rico, Rio Piedras.

Retirements

ELLEN F. ADAMS, associate librarian, Dartmouth College, retired on August 1, 1960 after more than forty years of service in the Dartmouth Library.

MRS. LOTTIE BERGH, librarian, St. Olaf College, Northfield, Minn., has retired after thirty-five years of service.

GOLDA S. PAYNE, librarian, Montgomery Junior College, Takoma Park, Md., was honored on the occasion of her retirement by the naming of the library in her name.

MARGARET SMITH, senior cataloger in the University of California Library, Santa Barbara, retired on June 30, 1960.

Review Articles

Storing and Retrieving Information

Emerging Solutions for Mechanizing the Storage and Retrieval of Information. Compiled by Mortimer Taube. (Studies in Coordinate Indexing, vol. 5). Washington, Documentation, Inc., 1959. 178 p.

The first volume of *Studies in Coordinate Indexing* appeared in 1953, the second in 1954, and the third in 1956. Volume four of the series, under the title *The Mechanization of Data Retrieval*, appeared in 1957. A separate work, not a part of this series, appeared in 1958: *Information Storage and Retrieval; Theory, Systems, and Devices*, edited by Mortimer Taube and Harold Wooster, and published by the Columbia University Press.

The first half of the present volume contains five papers by Dr. Taube. The first paper, "Problems of mechanizing storage and retrieval of information," is the broadest of the lot, and in it Taube presents his basic views. A good deal of the material was also used in the earlier *Information Storage and Retrieval*. There is a considerable amount of this sort of repetition from volume to volume, as might be expected in a series which has didactic purposes as well as the purpose of communicating results of study and research.

The second paper is a fascinating study on "The distinction between the logic of computers and the logic of storage and retrieval devices." This topic also was covered, to a lesser degree, in *Information Storage and Retrieval* (pp. 90-96), and was prefigured in some of the earlier series volumes. This is an alluring piece of work, which is nevertheless not entirely convincing, because incomplete. If the circuitry of computers is excessive to the needs of information storage and retrieval *per se*, how much of this excess is nonetheless useful and even necessary for the convenient reordering and manipulation of items along subordinate axes such as journal title or language or permuted article title, as in the new *Chemical Titles* being issued by the American Chemical Society? Well, Taube

would say, it all depends on what you want. And of course it does. It also depends on what computer you are talking about; the excess capacity in UNIVAC will be less than in LARC. And perhaps there is something to be said along the lines that some excess capacity can be economically justified in a mass-produced standard machine. Taube doesn't discuss any of this; his paper covers the area precisely stated in its title. But it leaves hanging these implications for practice. If we can first agree on what degree of "specialism" we mean, we can all agree to his conclusion that "Machines are designed for special purposes; the design and logic of any individual machine should reflect such purposes. If a complete abstraction is made from purpose and efficiency, there remains no basis for design; that is, no basis for the logical and physical arrangement of parts and functions which constitute a machine. Hence the concept of a universal machine is in essence contradictory." He goes on to say that "Computers and storage and retrieval devices are different types of information handling machines. Having different purposes, they differ in design, operating characteristics, and logic. The distinction which has been drawn between a two-valued propositional calculus and an algebra of classes illustrates the fundamental character of these differences." Very well. The suspicion remains that there is a difference between the logic of the relationship of parts of an information retrieval problem, on the one hand, and the logic of the circuitry of the computer, on the other hand, but that these are by no means incompatible with each other, and that in fact their relationship is symbiotic.

In other words, Taube implies that the logic of internal design of hardware circuitry dictates the logic of the applications of the system. He refers to the propositional calculus as the logical method for describing computer networks; I see no valid reason for assuming that, as a consequence, the logic of computer applications also must be described in terms of the propositional calculus only. In fact, this is manifestly not the case.

In the third paper, with L. B. Heilprin, Taube discusses "The relation of the size of

the question to the work accomplished by a storage and retrieval system." Even if one cannot understand the mathematics involved, as I cannot, the piece has in large measure the virtues of stimulation and suggestibility.

The fourth paper, "An evaluation of use studies of scientific information," is a marvelous *tour de force*. Here Taube abstracts the papers on this subject presented at the International Conference on Scientific Information held in Washington in 1958. Since the Conference papers reviewed all previous papers, says Taube, his review of the Conference papers is in essence a review of reviews, and since the Conference papers indicate that use studies have generally provided ineffective results, therefore the general conclusion must also be to this effect. Taube goes on to try to show that the results are necessarily ineffective, ambiguous, and disappointing. He makes some good points, as for example the simple distinction between primary and secondary publications, and the supremacy of professional judgment in designing secondary publications and services. And yet, once more, there is much which could and should be added. To take a simple case, is there nothing to be said for a use study of an abstracting service, for instance, which would inquire into such matters as frequency of issue, rough subject breakdown to serve interests of maintaining current awareness as opposed to retrospective search, and matters such as provision of foreign-language materials in translation? But the effect of the essay is salutary; it is sad but probably true that we need to be reminded again and again of the vast differences among concepts such as "communications" and "dissemination of information" and "information storage and retrieval."

In the fifth paper Taube describes "The COMAC: an efficient punched card collating system for the storage and retrieval of information." It is an ingenious idea, and well presented.

The sixth paper, by R. W. Murphy of the IBM Corporation, describes "The IBM 9900 Special Index Analyzer," which is IBM's commercial version of the COMAC. A reading of this paper is almost sufficient, in itself, to instruct the librarian in all he needs to know about symbolic logic. What he needs to know is only the first page of the first chapter of the large encyclopedia on the

subject, but he does need to know this much, which happens to be of great simplicity. It is a pity that most librarians are stuck with the general view expressed by John Metcalfe in his book *Information Indexing and Subject Cataloging* (Scarecrow Press, 1957) that "classical logic [is] . . . a more useful discipline for indexing theory and practice of any kind than symbolic logic and its algebra or calculus of classes." (p. 27). It would be difficult to be more dead wrong.

In the seventh essay H. P. Luhn of the IBM Corporation describes "The IBM Universal Card Scanner for punched card information searching systems." Luhn is the acknowledged master in the field of punched card devices for information storage and retrieval; here he demonstrates once more his inventiveness and consummate skill in designing ingenious coding patterns.

The eighth paper is by J. C. Costello, Jr., and Eugene Wall of the DuPont Company. They discuss "Recent improvements in techniques for storing and retrieving information." (Some of this material has reappeared in the recently issued report of the Committee on Government Operations, *Documentation, Indexing, and Retrieval of Scientific Information*, Senate Document No. 113, 1960.) It is a fine article. Among other things, it discusses the important concept of "role indicators," which, from one way of looking at it, may be thought of as the coordinate indexing machine system answer to subheadings, which of themselves are irrelevant within the context of such systems. Here, too, is a discussion of the "thesaurus" of technical terms. This word thesaurus has become fashionable recently. The big Webster says that "thesaurus" means "treasury or storehouse; a repository, especially of words, as a dictionary." The introduction of the word into the documentation field originally served a useful purpose, but now, like so many jargon words, it has lost very much of its sharpness. Just look at the use of the word in the Luhn essay (and Luhn was one of the first to use it in a special sense, along with Bernier and some of the British mechanical translation people), and then look at the way Costello and Wall use it here and especially in the Senate Report; the word is now being used in two quite different senses, and one more pitfall has been added for the unwary.

The ninth and last essay is on "The Mag-

nacard system," and is by R. M. Hayes, formerly of the Magnavox Company. The nine pages of text simply are not enough to encompass an adequate explanation of the total system. It is good, however, to have between hard covers such data as are here available.

It is curious to note the relative lack of attention which Taube's work has received in the Library press. Without making an exhaustive survey, I am aware of only five reviews of substance—my own review of Volume 1 in *Bulletin of the Medical Library Association* 42: 380-4, July 1954; Saul Herner's review of Volume 3 in *American Documentation* 8: 56-8, January 1957; and three reviews of *Information Storage and Retrieval*: by Henry Dubester in *College and Research Libraries* 20: 254-5, May 1959; by I. A. Warheit in *Library Quarterly* 29: 223-5, July 1959; and by B. C. Vickery in *American Documentation* 10: 319-20, October 1959. It is curious for many reasons; Taube's writing is of brilliant clarity, marred only occasionally (and not at all in his two most recent and best volumes) by excessive polemical zeal; always full of apt metaphor; rarely padded with a single extraneous phrase; loaded with seminal ideas of great power. It is possible that the early claims for the Uniterm system, pushed too far, wearied and alienated a large part of the profession. If this be true, it has its ironic aspects; to my mind, what was and is essentially wrong with the Uniterm system is not its unusual posting system, and certainly not its central coordinate indexing concept, but its employment of article-derived catchwords in preference to a carefully chosen controlled vocabulary of terms. (Taube, Wall, and many others would presumably still dissent vigorously from this view.) Taube himself was careful and precise in distinguishing his Uniterms as a single variety of coordinate indexing, but still and notwithstanding, the profession, ox-like, insists on equating the two.

The immediacy and relevance of some of the essays in the early volumes has faded. Some of the projected plans have not materialized. But many of the essays, and the ideas in them, were and still remain fundamental advances. Of Volume 1 of the *Studies*, the chapter on The functional approach to bibliographic organization (reprinted from Shera and Egan, *Bibliographic Organization*,

Chicago, University of Chicago Press, 1951), the chapter by C. D. Gull on "Substitutes for the card catalog," and the chapter on "Evaluation of information systems for report utilization," are still of great interest and usefulness. Of Volume 2, the first chapter on "Machines and classification in the organization of information" is outstanding; one could only wish that the cryptic remark on the impossibility of "categorization" in large systems had been more fully explained, and followed up in subsequent work. Volume 3 contains a chapter by Wildhack, Stern, and Smith of the National Bureau of Standards on the peek-a-boo system used by them. Volume 4 contains an interesting paper on meaning and linguistic structures, a critique of the Minicard system which suffers from being somewhat precious in manner, and a table of "dropping fractions" which specify the number of false drops which may be expected in superimposed coding under various conditions. *Information Storage and Retrieval* contains a good beginning toward a glossary of SR terms, an excellent series of working papers by Taube and his associates, and first-rate papers and discussion from Ralph Shaw, Calvin Mooers, Eugene Wall, Charles Bernier, H. P. Luhn, and others. If the discussions are inconclusive, they are yet pregnant; it should be evident, for all who care to see, that a new era is struggling to be born. In these essays and in those of other contemporaries, greater and more lasting programs has been made in the last decade in theory of subject bibliography than in many decades preceding. Contrary to the view prevailing in some quarters, Cutter, Kaiser, and Hulme have found worthy successors, whose contributions will surpass them.

In a paper which appeared in *American Documentation* in 1953 (Vol. 4, p. 163-73) Jesse Shera said that any system of bibliographic organization "must be designed to make readily available the extensive and increasingly intricate accumulations of technological and operational literature as well as the literature of scholarship," and that "failure on the part of the librarian to recognize the importance of [the] radical change in his role in the modern industrialized and highly specialized society has resulted in a cultural lag on the part of librarianship that could, if it is permitted to continue, result

in institutional obsolescence." He deplored the "devastating schism" which has arisen between librarians and documentalists; two years later in an editorial in the same journal he continued the same theme—"the latter still equate librarianship with inactive storage, and the librarians still persist in their insistence that documentalists are mere bibliographic amateurs who clothe traditional library processes in an esoteric and incomprehensible jargon. Unfortunately, there is just enough truth in these two points of view to give each some validity. . . . Yet both documentalist and librarian are seeking a common goal . . . Some way must be found to unite the peculiar strengths of each into a single cohesive force."

To this view I unreservedly subscribe. Regrettably, the schism seems to be widening, rather than narrowing. The persistence of the documentalist in defining his craft as something separate from librarianship may be interpreted as a reaction of outrage in the face of the reluctance of traditional librarianship to reassess, *in depth*, the principles and techniques of our calling. We typically go around muttering pitiful platitudes to the effect that "it's all right in theory but it won't work in practice" with an air of sanctimonious solemnity. I have the strong feeling, reinforced by the intellectual thrust of books such as those here under review, that we librarians would be well advised to have the vision and the good grace to find ways of admitting some of the lesser documentalist heresies into the body of library canonical doctrine.—*Frank B. Rogers, National Library of Medicine.*

IBM Circulation Control

IBM Circulation Control at Brooklyn College Library. By Henry Birnbaum. White Plains, N. Y.: International Business Machines Corporation, 1960. 32 pp., Free.

Compromise between the desirable and the economically feasible has dominated circulation control records of libraries for three quarters of a century. The application of modern technology (simple as it was) to the

problem a little more than three decades ago merely increased the variety of experiments in compromise.

These first applications (Dickman and Gaylord) merely mechanized the recording of borrower identification on the book card systems of the day. The second type of application utilized IBM equipment to create punched call cards, thereby eliminating the established book cards, but maintaining a reference file essentially equivalent to the former book card files.

The third type of application of technology (Photocharging) abandoned the classed reference file and maintained the records of loans in transaction sequence. The key to this file, and to those of the numerous adaptations of it, was the prenumbered transaction card. Later adaptations utilized IBM punched transaction cards to further mechanize the clearance of the record of books returned. With this type of system the compromise moved far to the side of economic feasibility.

The transaction card systems appealed primarily to public libraries, but Brooklyn College adopted and used one modification for some time. As indicated by the author, who is chief circulation librarian it was found that too much had been sacrificed particularly in collegiate libraries. It was necessary to provide answers to the question, "Where is the book I need?" The Brooklyn answer was an ingenious combination of the second and third approaches to mechanization. By combining the IBM call card and the IBM transaction card, automation is carried further than with call cards alone, and more information is provided than by transaction cards alone.

Yet there are still compromises between the desirable and the expedient. By maintaining the file in sequence by the numerical portion of the Cutter number, the amount of key-punching is reduced and a numerical collator, rather than the more expensive alphabetic model, will suffice for filing, but the limitation to one thousand combinations means that the file loses convenience of consultation. If there are 10,000 volumes on loan at one time, an average of ten call cards will be grouped without further arrangement under each punched number. It is reasonable to assume that hand sorting through fifty cards would not be unusual.

Another compromise with the desirable is that the circulation file contains cards, not only for all books on loan, but also for books not yet due which have already been returned. The file is of value for reference only after the shelves and all possible way stations for newly returned books have been checked.

Despite these limitations, the Brooklyn College system is probably the most effective mechanized system devised for a medium sized university or college library situation. It is certainly not the ultimate, and newer technological developments will in time reduce the compromises between expediency and desirability. Perhaps the ultimate system can achieve the advantages of the former book card systems, using simpler procedures and requiring the borrower to write nothing. —Ralph H. Parker, *University of Missouri Library*.

Cataloging-in-Source

The Cataloging-in-Source Experiment; a Report to the Librarian of Congress by the Director of the Processing Department. Washington, Library of Congress, 1960. xxiv, 199 p.

This well-organized, well-written document will surely earn a permanent place on the shelves of most libraries throughout the country and undoubtedly in a good many of the large foreign libraries. It makes one wish that it had been printed instead of duplicated by offset lithography, as it may very well stand for a good many years as the record of the second major, unsuccessful attempt to print full cataloging information in books. This is not a progress report, but the final statement by the Library of Congress on an experiment which led to the conclusion that Cataloging-in-Source should not be continued—at least as presently conceived.

L. Quincy Mumford, Librarian of Congress, describes the experiment in the preface in this way: "The immediate purpose of the experiment was to test once more, under modern conditions, the feasibility of a proposal which was first advanced, and tested, during the 1870's and 1880's. The present-

day phase of the proposal, denominated as "Cataloging-in-Source," envisaged the printing by publishers in their current publications of facsimiles of Library of Congress cards. This would be made possible by having the Library of Congress catalog these titles in advance of publication from page proofs and data sheets supplied by the publishers." After stating that the experiment proved that it is possible for the Library of Congress to catalog *some* books from page proofs before they are published, that it is possible for a *selected* number of publishers to print catalog entries in a considerable number of their publications, and that a representative group of libraries would welcome having cataloging information printed in the books, Mr. Mumford goes on to say: "The underlying purpose of the experiment, however, was to ascertain whether a permanent, full-scale program of Cataloging-in-Source could be justified in terms of financing, technical considerations, and utility. As regards this, the answer must be a regretful negative." The two basic problems tested were: (1) the financial and technical problems and the practicability of the proposal from the viewpoint of the Library of Congress and the publishers, and (2) what actual use could libraries and other consumers make of the catalog entries appearing in the publications.

Among the reasons given for the decision, the major determining factors were: (1) the very high cost to both the publishers and the Library of Congress, (2) the disruptions of publishing schedules, (3) the high degree of unreliability of catalog entries based on texts not in their final form, and (4) the difficulty libraries would have in using this unreliable information and adapting it to their individual requirements. The criticisms to Cataloging-in-Source that are reported are very interesting to note. Some of the major ones are: (1) entry of a book under the original author when published as the original author's work but largely rewritten by an editor, (2) entry under the first named author when the editors consider a later-named author as being principally responsible, (3) the publishers' strong objections to real name entries for pseudonymous works (and none were printed in the books that way), (4) the authors' objection to the use of their birthdates in the headings, (5) even the

catalogers found the work "unrewarding and taxing" because of the inevitable inaccuracies in the cataloging and the rushing pressure. Of the cataloging entries printed 48% had some discrepancy with the book as published.

The Cataloging-in-Source experiment was begun in May 1958. Many publishers of varying sizes and types were contacted; 157 of them were willing and able to cooperate and sent in proof for cataloging. The goal was to catalog 1,000 titles, and by the end of February 1959, 1,203 publications had been cataloged by the Library of Congress, 100 of which were cataloged cooperatively by the Department of Agriculture Library. After the cataloging phase more than 200 libraries were visited by the consumer reaction team. Consumer reaction was sought from libraries of various sizes and degrees of specialization.

This report is very complete in including all of the procedures followed. This does not have to detract from the ease of reading it by those who wish to skim over these details. However, if anyone has difficulty in understanding the complications of the special cataloging routines involved for the Library of Congress, let him be sure to read pp. 5-7 where the basic routines are outlined. The make-up of the report involves first twenty-four pages of introductory remarks and acknowledgements—including a chronology of events. Then follows the main text for ninety-nine pages. Here the experiment is described step by step along with the Library of Congress' viewpoint, the publishers' experience and attitude, the report on the consumer reaction survey, the report of the ALA Cataloging Policy and Research Committee, as well as the final considerations and possible alternatives. The rest of the report is taken up with fourteen appendixes which include among others: samples from a similar experiment in the late nineteenth century, the forms, procedures, and other material sent to the publishers, the report on Cataloging-in-Source in the Department of Agriculture Library, the tables of statistics that were accumulated, the libraries that were visited during the Consumer Reaction Survey and the questionnaire used, and even a bibliography entitled "A Chronological Description of the More Important Published Accounts of the Experiment."

The library world is grateful to the Coun-

cil on Library Resources, Inc. for the grants which made this experiment possible, to the publishers who cooperated in it, and to the Library of Congress for carrying it out. This fine report records in one convenient place all that has been involved in the experiment, the results, the conclusions drawn, and the possible future alternatives. Librarians everywhere will certainly want to read it.—*Kenneth W. Soderland, University of Chicago Library.*

Studies in Microforms

Production of Micro-Forms. By Reginald Hawkins. (The State of the Library Art, edited by Ralph R. Shaw, Vol. 5, Pt. 1.) New Brunswick, N. J.: Rutgers University Press, 1960. 208p. \$5.00.

Reading Devices for Micro-Images. By Jean Stewart and others. (The State of the Library Art, edited by Ralph R. Shaw, Vol. 5, Pt. 2.) New Brunswick, N. J.: Rutgers University Press, 1960. 205p. \$5.00.

These two volumes are the first to appear out of the Rutgers project on "Targets for Research in Library Work" sponsored by a grant from the Council on Library Resources, and directed by Ralph R. Shaw. Part three on the "Production of Full-Size Copies," due shortly, will complete the portion devoted to "Reproduction of Materials." The purpose of these volumes is to show what has been done in the past, evaluate those previous studies, and point out directions for future work.

The arrangement of materials is somewhat different in each book. Hawkins starts out with the review of what has been written on the production of microforms. This covers the history of microcopying, equipment in general, types and characteristics of microcopies, quality factors, production costs, and storage. This 149-page review is based on a list of some 439 references. It is followed by a thirteen-page summary and suggestions for future study. Hawkins lays out five research projects ranging from a study to determine which types of microforms are necessary to one on information retrieval based on microforms.

In Miss Stewart's book, the summary and evaluation come at the beginning, and the review is broken into two parts. The first part, which is chronologically arranged, takes up ninety-four pages and is based on some 284 references. The second part, a topical summary, takes sixty-seven pages to list some forty-two features by which the reading machines are classified. These range from cost of the equipment, through the various optical and mechanical features, to end with use costs.

The chief value of these two volumes lies in their chapters of recommendations and their bibliographies. The former will be fertile fields for doctoral candidates looking for subjects for dissertations. They will also be used by industry to help lay out research projects on present and future equipment. The two bibliographies bring together just about all that one could find in this field up to 1957. I suspect that many students will be shuffling these lists into manifold arrangements for some time to come.

The outstanding shortcoming of both books lies in the lack of illustrations. The descriptions of equipment and techniques cry for pictures and diagrams. The evaluation of equipment and processes in both books is somewhat undiscriminating. There is little weight given as to who made what judgment when. There are surprisingly few errors when one considers what a wide range of time and subject matter is covered. One that will amuse those who know him is the appearance of Frank and Frederic Luther, both writing about Dagron.

Library Trends, VIII (1960), no. 1 (*Photoduplication in Libraries*. Edited by James E. Skipper.)

Photoduplication has been the subject of single articles appearing in four previous issues of *Library Trends*. Now it has an issue of its own. Of the ten papers presented here, seven are on the administrative aspects and three on the technological phases of the field. Of an administrative nature are: Lester K. Born, "History of Microform Activity"; Lawrence S. Thompson, "Microforms as Library Resources"; John A. Riggs, "The State of Microtext Publications"; George A. Schwegmann, Jr., "The Bibliographical Control of Microforms"; H. Gordon Bechanan, "The

Organization of Microforms in the Library"; Robert E. Kingery, "Copying Methods as Applied to Library Operations"; Miles O. Price, "Photocopying by Libraries and Copyright: A Precise."

Of greater interest to the technologists in the field are: Robert H. Muller, "Policy Questions Relating to Library Photoduplication Laboratories"; Charles G. La Hood, Jr., "Microfilm as Used in Reproduction and Transmission Systems"; Peter Scott, "Advances and Goals in Microphotography."

This issue is recommended reading for all who are interested in microfilming. Librarians responsible for organizing microform reading rooms will benefit by Bechanan's report on Harvard's progress in this line. Heads of library photoduplication laboratories will be thankful to Muller for his survey of their problems. Commercial microphotographic agencies about to embark on projects aimed at libraries would do well to study the articles by Thompson, Riggs, and Schwegmann. This issue will be on library school reading lists for some time to come.

Microtexts as Media for Publication: The Papers and Discussion of a Symposium Held at Hatfield Technical College on the 10th November 1959 . . . Hatfield, Herts., England: Hertfordshire County Council, 1960. 87p. 9s.

Hatfield is located twenty miles north of London (about as far from its center as Scarsdale is from Times Square) and is the source of an increasing number of important publications on photoduplication. In January 1958 a Symposium on Microtexts and Microrecording was held, and its papers published. A Symposium on Modern Copying Techniques followed in January 1959, resulting in another booklet. The third publication is perhaps of greatest interest to librarians. It consists of papers presented on microfilm, microfiche, and Microcard, and considers them from the standpoint of their suitability for publication of scholarly material.

The first paper is on "Microfilm—The Versatile Academic Tool" by Eugene Power of University Microfilms. It contains a wealth of information based on twenty-five years of experience with this medium. This is followed by Dr. L. J. van der Wolk's report on "Publishing on Microfiche." This presents a

persuasive plea for sheet microfilm, which embodies some of the best features of ribbon microfilm and micropaper. Included in the paper is a "Survey of Microfiche Publishing Activity" listing the outstanding companies prepared to produce microfiche. The last paper is on "Microcard" by C. D. Gelatt of the Microcard Corporation. As far as this reviewer knows, this is the first time that we have been able to read something by the man who did so much to implement Fremont Rider's basic ideas. Besides noting the Microcard Corporation's current program, he mentions some future developments: a facility for the production of Microcards by small units such as libraries, and a print-out device for Microcards.

These papers are followed by a transcription of the discussion period that is as interesting and valuable as the previous section. There are four appendixes. The first is a report of a meeting with Fremont Rider in May 1959 which gives some interesting footnotes on the early history of Microcards. In the course of this meeting Dr. Rider makes some statements that may be open to question, especially by some of his competitors. Appendix II is a "Supplementary List of Micro-Opaque Cards and Microfilm Publishers." Appendix III is the "Statement of Views" formulated by the Council on 3 December 1959, reporting their opinion that "the 5" x 3" micro-opaque card should be regarded as the standard form for the publication of material to be issued in a microtext edition of a number of copies produced at one time." Appendix IV is a Microcard edition (two cards) of the proceedings prepared by Recordak Division of Kodak Ltd.

Microtext in the Form of Opaque Cards and Transparent Microfilm/Review of Progress 1959. By Geo. H. Davison. Moorgate, Rotherham, Yorkshire, England: Swinden Laboratories, The United Steel Companies, Ltd., [1960]. 82p. On request.

In 1954 Mr. Davison began his annual review of progress on Microcards with a three-page report. In 1958 he added microfiche, and his survey had grown to twenty-two pages. The current issue is still produced by mimeograph, but is a worthy addition to any library engaged in acquiring micropaper and microfiche editions. A file of this series will

be of utmost value to anyone writing the history of the development of these two processes. The 1959 review has a wealth of material—well indexed—that would require much painstaking digging to unearth from a long shelf of material that would most likely not be in most libraries.

"The Literature of Document Reproduction." By Allen B. Veanor. In *The Literature of Library Technical Services* (University of Illinois Library School Occasional Papers, No. 58), pp. 25-37. Urbana, Ill.: University of Illinois Library School, 1960. On request.

Mr. Veanor is specialist for documentary reproduction at the Harvard University Library. He notes two trends in photoduplication: "First is the significant role which office reproduction methods are beginning to play in the library. Second is the disappearance of the sharp cleavage between micro-reproduction and full size copying. . . ." This puts a greater burden on librarians in that it requires a wider knowledge of technical writings.

Included in his bibliography are some seventy titles, covering a very wide spectrum of the literature on the subject of photoduplication and its tangential fields. Each item is given a brief and helpful annotation. This is a "must" item for all library schools, as well as recommended reading for those who have been out in working libraries for many years.

John Benjamin Dancer. . . By L. L. Ardern. (Library Association Occasional Papers, No. 2) London: The Library Association, 1960. 22p. illus. On request.

This little booklet will be of interest to those who want to know more about Dancer, the originator of microphotography. Letters and other documents are quoted at length, and an outline of his many achievements and activities is given. There is a frontispiece portrait of Dancer in 1860 that is not as stiff as those usually published, and a tail-piece illustration of the first microphotographic slide that he made for sale in 1853. An appendix lists the 106 microphotographs known to be extant out of some 485 listed in a contemporary catalogue of his productions.

Readex Microprint Publications 1950-1960. [New York: Readex Microprint Corp., n.d.] 47p. On request.

This year is the tenth anniversary of the first publications of the Readex Microprint Corporation. Since June 1950 they have issued "more than 250,000 titles" on Microprint cards. This catalogue lists their publications by major categories, and includes a five-page index to help locate inclusive subject headings within these wide groupings.

Southwestern Newspapers on Microfilm. Dallas, Tex.: Microfilm Service & Sales Co. (P. O. Box 8066), [n.d.] 62p. On request.

Five states in the southwestern region of the United States (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas) cover a wide area with Dallas roughly at its center. This catalogue lists some four hundred publications (or approximately twenty million filmed pages) microfilmed in this area. The arrangement is by state, broken down alphabetically by city. Coverage in Louisiana is very slight. Also listed are holdings of the Oklahoma Historical Society and the Arkansas History Commission. Queries about these items should be directed to them and not to the publisher.—Hubbard W. Ballou, *Photographic Services, Columbia University Libraries.*

Studies in Cataloging and Classification

Cataloging and Classification. By Maurice F. Tauber. *Subject Headings.* By Carlyle J. Frarey. (The State of the Library Art, Vol. 1, Parts 1-2) Ed. by Ralph R. Shaw. New Brunswick: Rutgers University Graduate School of Library Service, 1960. 271, 92 p.

This is part of the series forming Dean Ralph Shaw's review of "perhaps forty percent of the entire range of librarianship and bibliography," and it is a grand job. The

task of surveying the literature has been well done. The "state of the art" is clearly and comprehensively presented. The evaluation of this state is penetrating. And the consequent proposals for research projects are the sound result of mature understanding.

One example from the first section of the book may help describe the method of these studies. The literature on the question of a divided catalog is summarized in five pages and the evaluation is then:

Do the studies aid a librarian in making a decision in regard to the division of the catalog for a particular library? The answer must be no, unless a particular library catalog is examined in relation to particular groups of users. It would seem that what evidence is available supports division for almost any catalog of any size. The presence of guesswork and rationalization, however, suggests that further study of the arrangement of the catalog is desirable.

As a consequence, three proposals are made for further study—one a statistical study of entry duplication in divided catalogs of various sizes; a second to test a three-way split into authors, subjects, and titles; and the third an experiment in the horizontal division of the catalog by date periods. Later, in a summary chapter entitled "Program for the future," a fourth study is proposed to determine the administrative efficiency of filing in a divided catalog. The author expresses conviction that division of catalogs may lead "to the harmonious shift to printed catalogs for subjects for older portions of the collection"; and similarly penetrating observations are made under the other topics discussed.

The author's proposals for research projects were the motivation for the CLR grant: "The Council early considered the possibilities for basic research in library problems. A necessary preliminary step appeared to be a listing of the problems and a survey of the present state of knowledge regarding them in order to permit a selection of topics offering promise to investigation." This book suggests eighty-five of these topics in cataloging. They include seven each in the areas of descriptive cataloging, classification, "collectanea" files, and documents; and a lesser

number each for shelf lists, the sheaf catalog, expansion of card catalogs, centralized cataloging, and eleven other areas. It is notable that nine topics relate to the potentialities of book catalogs and ten to the use of card catalogs. Each of these proposals is thoughtfully designed; and they deserve the careful consideration of librarians in colleges, special libraries, library schools, and elsewhere.

The author of this first section has performed a superior job of achieving balance, has chosen topics with a sure sense of the important, and has turned in a fine piece of judgment on the cataloging art. It would be impossible for such a study as this to take into consideration all the literature, and cover all aspects of catalog work, and propose every substantial research project. But two observations may be offered.

Even accepting the general pattern for the eighteen studies in this Rutgers series, one may question the logic of devoting the bulk of each volume to a review of the literature instead of devoting a greater proportion of space to a detailed evaluation of the "state of the art" and to a somewhat more elaborate description of the proposals for research projects.

A more fundamental question concerns the omission of some areas of cataloging from this study. One might claim that a tolerable degree of sophistication has been achieved in such traditional areas as descriptive cataloging, shelf listing, temporary cataloging, recataloging, or union catalogs. Progress in these areas is still needed, but they are not the most troublesome areas. Rather, peripheral areas of cataloging may currently form the major blocks to efficient and economical processing and thus are deserving of more attention from librarians. Six areas may be suggested for consideration:

The teaching of cataloging, in library schools, where "a wider aim" is still called for.

Catalog department manuals and in-service training, where principles of personnel administration and coordination with library schools might be studied.

Serials, where formidable problems should not be ignored and where research may reveal further areas for cooperative treatment.

Non-book materials, where difficulties with manuscripts, maps, microfilm and archives make them excessively expensive to process.

Work flow or organization, which is often the key log on which the cataloging jam depends, and library surveys almost always point to the organization of work and people as a key.

And, finally, cataloging in the context of librarianship, since it is now clear that, in comparison with the past fifty years, the next fifty will see a considerably changed relationship of card files to lists, indexes, and other means of bibliographic control.

The last point suggested for consideration may be extremely summarized as "Why catalog?" In the second edition of *The University Library*, Wilson and Tauber quote a statement to the effect that, although the dictionary catalog has served libraries well, "the next fifty years may well tell a different story, if timely and adequate steps are not taken. It would be courting disaster to go on into the second half of the twentieth century without fundamental rethinking of the nature and function of the dictionary catalog." And the Council on Library Resources in its first annual report saw librarians as being dismayed by the profusion of publications and confounded by "the difficulties of learning about the existence of particular books. . . . So also with the finding media (bibliographies, indexes, etc.): the librarian complains of their number, their planlessness on an over-all basis, their enormous duplication yet enormous gaps, their lack of specific adaptation to the contents of his own collections. . . ." And card catalogs are part of this web; but where is the over-all plan? Will book catalogs serve in part? Will part of the record be stored in machines? Can national lists carry a greater burden? How little local cataloging can be effective? How can syndetic devices fuse these parts into an effective instrument of local bibliographic control? Fundamental work on providing access to book collections might today produce fresh paths.

The section on *Subject Headings* is handled with equal competence, and Professor Frarey has so usurped this field that a reviewer may be excused for having little to say. This is a model of organization. The literature summary is lucid and its evaluation is sharp and perceptive. The proposed research is based on the general conclusion that "our library economy now accepts as axiomatic the role of the subject catalog as

a member of a team. . . . It is clear that available evidence points to a limited and circumscribed role for the subject catalog in the team play, and that a definition of this role is essential to a determination of function, the prescription of rules and techniques, and an evaluation of effectiveness." Further, the subject catalog appears to satisfy about 75 percent of its users, despite its imperfections, and it "is likely to continue to be an essential feature in effective library service. The evidence suggests further that there is an excellent chance that a highly effective subject catalog can be perfected."

The author maps out a major campaign to achieve this effectiveness; and it includes the necessity to understand classification, bibliography, and indexes at the very least. The seven proposed studies are monumental in scope, but they are fundamental to real advancement in the techniques of subject access. This is a sound and scholarly piece of work.

Professors Tauber and Frarey show clear evidence of the complexity of what is both an art and a science. Cataloging is the backbone of librarianship and its effectiveness is today challenged by larger and more specialized book collections. There are innumerable areas of librarianship needing study; some of these are worthy of foundation support and a few will prove fruitful. It takes wisdom to select the significant few, and the Rutgers Library School is to be commended on commissioning such superior products.—*David C. Weber, Harvard University Library.*

A Librarian About Books

Books in My Baggage. By Lawrence Clark Powell. Cleveland: World Publishing Company, 1960. 255 p. \$4.50.

This most recent book by Lawrence Powell collects and revises essays previously published in limited editions entitled: *Islands of Books*, *The Alchemy of Books*, and *Books West Southwest*, and moreover includes half a dozen new pieces. Therefore this book makes available more Powell speeches and

essays, thus performing a real service.

Lawrence Powell is one of the very few librarians who can write well and enthusiastically about books. Most librarians write about the physical book—some on methods of classification and processing while others have the bibliographical approach. Powell writes unashamedly about the contents of books without hesitating to commit himself by praising them. He wastes no time excoriating those he does not like—those have been rejected prior to writing. He does not pass as a literary critic; he is a librarian writing about books. His purpose is to induce people to read those books he enjoys.

The literary world is indebted to him for his early discovery and championship of Lawrence Durrell. He has had continuing ardor and support for Robinson Jeffers, Frank Dobie, and Henry Miller. His long-time enjoyment of D. H. Lawrence is expected by those who know of his catalog of the Lawrence manuscripts and of his long friendship with Frieda Lawrence. His enthusiasm for James Joyce follows naturally this taste as discerned in these articles on his favorite literature of the 20's and 30's.

Lawrence Powell acquires books with zeal and discrimination, in spite of dealing in large figures. He has done the West Coast a service of magnitude and permanence in building up the UCLA collections by more than a million volumes during his seventeen years as University Librarian. Tales of some of his adventures in this process, found in the section "Bookman in Britain" make fascinating reading.

Many people associate the circumstances of their first reading of a particular book with their appreciation of the text. Not always does this added experience add enjoyment or deeper understanding for another reader. As a critical device it is extraneous and cannot shed much new enlightenment on classics already extensively treated by eminent scholars. One of the least successful sections of this collection recounts the time and place of Powell's own introduction to some very good books. More useful are some of his "bookscapes," brief essays about American writers identified with a particular area, such as Jeffers in Carmel, Norris and Sterling in Northern California, Steinbeck in Southern California, and Dobie in Texas.

Librarians are indebted to him for he is a real propagandist for the profession. He assumes that librarians like books and like to read. This attitude is contagious, for nearly everyone likes reminiscences from former librarians who guided parched and avid youth to succulent pasture. Librarians, booksellers, publishers, and patrons generally get this infection from these essays. The profession needs more who read and write as does Lawrence Powell.—Wyman W. Parker, *Wesleyan University Library*.

Reference Books

Guide to Reference Books (7th ed.) *Third Supplement, 1956-1958*. By Constance M. Winchell, assisted by John N. Waddell and Eleanor Buist. Chicago: American Library Association, 1960. 145p. \$3.75.

This supplement lists about 1,230 books and brings to approximately 8,930 the number of reference works or different editions of those works included in the seventh edition and its supplements. The third supplement lists mainly books published in the three years 1956 to 1958, but some publications of 1955 and some received before March 31, 1959, have been included. Special emphasis has been given to Russian and East European materials, reflecting the current interest in the Slavic world. In many sections, such as National Bibliography, Periodicals, Literature, and History, the emphasis on Russia, which seems to me justified, is particularly obvious.

Mudge-Winchell is a selective guide to reference books, and there is perhaps little point in cavilling at omissions or inclusions. It is nevertheless surprising to me that not a single business service is listed (although a discussion of these important reference works is included and reference made to Hausdorfer's guide) and that none of the increasingly important *Annual Review* or *Advances in* or *Progress in* series in the natural and physical sciences is mentioned. Although coverage in

science and technology and the social sciences has been notoriously weak in the *Guide* from its inception, yet one wonders why *Nuclear Science Abstracts* and Singer's *History of Technology* were omitted. There are some strange omissions in other fields, for example, Wallace's *Dictionary of North American Authors Deceased before 1950* (1951) and Vance's *Illustration Index* (1956). I can see no reason for excluding Schmieder's *Bibliographie des Musikschristtums*, a comprehensive and excellent bibliography in a field in which bibliographies are sparse. Why is the *Checklist of Hearings* prepared by the Library of Congress not included? The answers to these questions, I am sure, all go back to the same difficulty: there is no such thing as a complete bibliography or a book free from error. Most reference books of importance are included in Mudge-Winchell, and the *Guide's* entries are remarkably accurate.

There are now three supplements to the seventh edition of Mudge-Winchell, and a fourth supplement is scheduled before a new eighth edition will be published. To find all the reference works listed in this invaluable guide, it is now necessary to consult four separate volumes; to purchase a set requires the outlay of \$20.50 plus sales tax. The supplements already cost more than the original volume, and the complete set is priced beyond the reach of most beginning librarians or library school students. At least one library school has decided not to continue to require it as a text in reference courses because it is becoming too cumbersome to use and more expensive as its usefulness as a text decreases. The annotations in the new supplement are as welcome when present and as uneven in helpfulness and as mysteriously absent frequently as in the previous volumes of the seventh edition. If there is one valid criticism of this work as a guide, it is that there should be an annotation for every work listed and that the annotations should be fuller. Every reference class I have taught has complained about Mudge-Winchell as a textbook for this reason. A proper guide to reference books should be completely annotated, no matter what the cost.

Reference librarians will welcome this new supplement and will check their collections against it. If they have done a reasonably good job of current acquisition, they will

find few titles in the supplement that they do not already know about, for all the books included are at least a year old, and many of them were published more than three years ago. It is also possible to find in the new supplement new editions of reference books that have already been superseded by newer editions not mentioned in the supplement. Take, for example, *Ulrich's Periodicals Directory*, the eighth edition (1956) of which is listed in this new supplement. A new edition of Ulrich was published in 1959 and so, of course, was not included. The fact is that the supplements to the *Guide* are not published frequently enough to serve as useful selection guides for reference books. The articles "Selected Reference Books" by Miss Winchell published twice a year in this journal do not completely solve this problem because many libraries do not subscribe to *CRL* and many librarians are not aware of the existence of the articles. Could there not be a reference in the supplements to these very helpful *CRL* lists? It seems to me that reference books are an important enough category of library materials so that an annual cumulating supplement to the Mudge-Winchell *Guide* should be produced to aid reference librarians in their unending struggle to keep their collections up-to-date. We should not have to wait four years for as important an aid to better library service as this new supplement.—*Fredric J. Mosher, School of Librarianship, University of California, Berkeley.*

Materials for Junior College Libraries

Reference Books, compiled by Louis Shores. (Basic Materials for Florida Junior College Libraries: Materials Bulletin 22CJC-1). Tallahassee: Florida State Department of Education, 1960. 22p. \$1.00.

Magazines, compiled by Dorothy May Poteat (Basic Materials for Florida Junior College Libraries: Materials Bulletin 22CJC-2). Tallahassee: Florida State Department of Education, 1960. 40p. \$1.00.

These two mimeographed publications are the beginning of a series of six presently projected under the sponsorship of the Division of Community Junior Colleges of the Florida State Department of Education and the Library School of Florida State University. They are designed to provide convenient up-to-date materials lists for Florida's rapidly developing junior college libraries. Other items in the series are to include books in the fields of Science, English language and Literature, History, and Biography and Geography; and Audio-Visual Materials and Equipment. The lists are being prepared initially by graduate students in the Library School at Florida State University, after which each is circulated among junior college librarians and faculty members both in Florida and beyond, and the final draft is compiled on the basis of the pooled judgment of the respondents.

At this distance there is no reason to quarrel with any of the titles included, nor any basis to quibble with any titles which have been excluded, for the lists are prepared with the needs of Florida junior college curricula clearly in mind. To engage in a study of these curricula in order properly to evaluate the titles on the list is clearly above and beyond the call of duty for one brief review. The titles are all good ones, as one would expect in publications appearing under the general editorship of Louis Shores and Sarah Reed, and would certainly have to be considered for inclusion in any junior college library anywhere.

If one could be sure that these lists would be used only in this way, as a list of suggestions for consideration by librarian and faculty in each junior college, their claim to fame or at least existence would be secure. However, one necessarily harbors the suspicion that they will be used not as buying guides only, but as order lists, and that the books and magazines will be added into junior college libraries in Florida and elsewhere without any consideration on the part of the librarian and faculty as to their suitability, and without either librarians or faculty having engaged in the intellectual exercise of determining whether or not these books are indeed the ones which ought to be in their particular library. As things now stand, the student compilers of the lists have gained much in the way of selection practice

and experience. As student exercises they are fine, after which they should either have been filed or destroyed—the desirable result is identical—so that librarians will not be deprived of the privilege and the necessity of making selection judgments based on the curricula and much consultation with their faculty. In no other way can a library collection be tailor-made for its own institution, and in no other way can a librarian and faculty know enough about the books within their library to stimulate students to use them.—*LeRoy Charles Merritt, University of California.*

Medieval Book Paintings

Medieval French Miniatures. By Jean Porcher. [Translated by Julian Brown] New York, Harry N. Abrams, Inc. [1960]. 276p. 184 illus. (94 in color). \$25.00.

This splendid book with its store of information and superb illustrations is a welcome addition to the collection of recent publications on medieval book paintings prepared by experts for the general reader.

Jean Porcher is the distinguished Chief of the Department of Manuscripts in the Bibliothèque Nationale, probably the largest and certainly one of the finest collections of medieval books in existence. His comments are based on manuscripts that were displayed in three exhibitions for which he was responsible. These included not only the National Library's own treasures but volumes borrowed from other institutions, mainly French provincial libraries but also a few from the Pierpont Morgan Library in New York. Some Americans who were in Paris in the summers of 1954, 1955 and 1958 viewed these magnificent displays and brought home the catalogs that described them. The present book can stand alone but it is also a valuable complement to the catalogs—M. Porcher points out the relations between groups of manuscripts and connects book painting with contemporary influences, theological and political as well as artistic.

This book is not as comprehensive in scope as were the exhibitions. The author chose to limit his remarks to works produced in the area of present-day France from the 10th to the 15th centuries, thus omitting the Merovingian and Carolingian periods. On the other hand, he includes descriptions and illustrations of some important manuscripts which could not be displayed in Paris, notably three books which once belonged to Jean, Duke of Berry, whose name represents the quintessence of book collecting. Two of these manuscripts are in the Cloisters in New York (the *Heures de Jeanne d'Evreux*, executed by Jean Pucelle, and the *Belles Heures*, made for the Duke by the Limbourg Brothers) and the third is the famous *Très Riches Heures* in the Musée Condé at Chantilly, also painted by the Limbourg Brothers for the Duke but unfinished when he died in 1416.

In the Romanesque period, French miniatures reflect a combination of influences from the artistically superior productions of England, Germany, and the Mediterranean area, but by the 13th century the roles were reversed. Throughout the Gothic period artists of other areas looked to France for inspiration, particularly Paris, whose flourishing university made it the intellectual as well as the artistic center of Europe. Eventually there developed an "International Style" in which artists from the Low Countries and Italy played important parts. Some of the most beautiful books ever made were produced in France during the 14th and 15th centuries—they are also among the finest examples of any form of medieval art.

M. Porcher associates the development of book painting in the Romanesque period with the state of learning in the monasteries, and in the Gothic period with the patronage of the nobility and a literate laity. He contrasts the majesty of Romanesque figures with their more human Gothic counterparts and attributes this change in technique to change in spiritual conceptions.

The relation between book painting and other arts, such as ivory carving, enameling, and stained glass windows, is presented—for example, the close resemblance between a series of paintings in a 12th century *Life of Christ* in the Pierpont Morgan Library and a window at Chartres.

One of the most difficult tasks for the book

historian is to trace the works of individual artists since a book or miniature was seldom signed. M. Porcher has been able to establish identification in many cases not only through relationship in style but by the evidence of contemporary records such as owners' inventories, city tax lists, etc. Among the most talented artists whose works are identified are Honoré (end of the 13th century), Jean Pucelle (early 14th century), the Limbourg Brothers (turn of the 14th century, Hollanders by birth but Parisian by training), and Jean Fouquet (died ca. 1480), "the most accomplished exponent of French illumination at its height".

M. Porcher traces the gradual adoption of perspective in French miniatures but when the technique was finally perfected it resulted in the loss of the individuality of the miniature. By deserting the plane service it became merely a panel painting placed be-

tween covers. No longer was the miniature an integral part of page design in which script, border decoration, and illustration were harmonized. But by then large numbers of books were being printed and no longer were manuscripts a necessity although limited production of them continued for some time.

The transition from manuscript to printed book was gradual. Some fine copies were printed on vellum and decorated by an illuminator. A little later when printed books included woodcut illustrations, these were often hand-colored. Because France achieved the greatest height in manuscript production its complete capitulation to mechanical bookmaking was difficult and took a long time. But when it finally did it again rose to eminence with its beautiful printed books of the 16th century.—*Bertha M. Frick, School of Library Service, Columbia University.*

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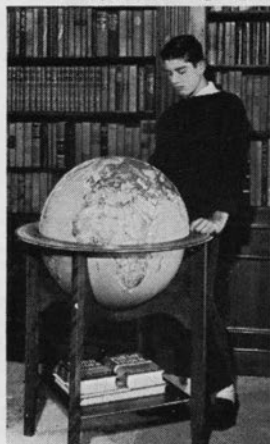
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ABBREVIATIONS

Standard abbreviations for names of organizations, ALA, ACRL, LC, etc., are alphabetized as if spelled out. Other abbreviations:

appt.	—appointment
cat.(s)	—catalog(s)
coll.	—college
l.(s), ln.(s)	—library(ies), librarian(s)
port.	—portrait
ref.	—reference
rev.	—review(er)
univ.	—university

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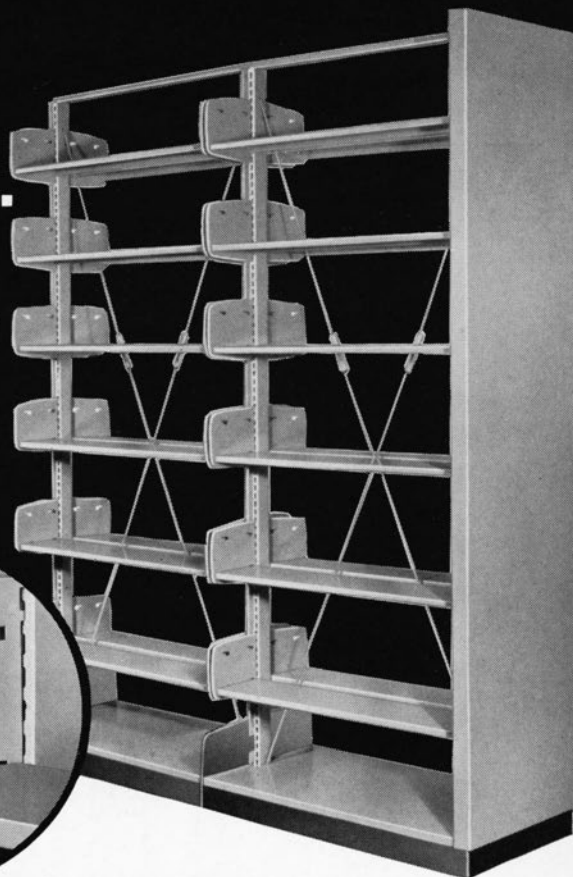
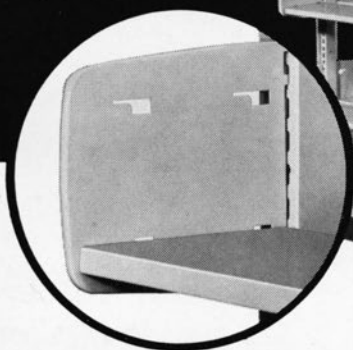
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